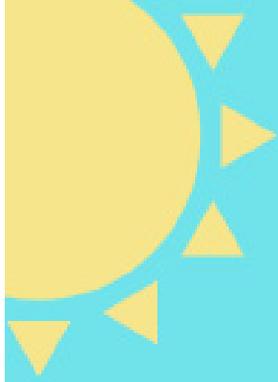


## Teachers love Write Bright!

Below you will find samples of the text based curriculum. All subscriptions come with both text-based writing and prompt writing. Choose the type that matches your state standards. Email from the link at the top of the home page for a free trial. Join hundreds of schools that are teaching writing successfully with Write Bright.





# Kinder

There are six segments that grow progressively more challenging throughout the school year.



Early lessons are heavily phonics based sounding out each word with students through modeling.

Printables for each lesson.



Name: \_\_\_\_\_  
-----  
\_\_\_\_\_



Picture Plan:

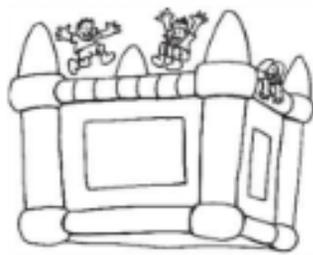
My favorite insect is a  
\_\_\_\_\_  
-----  
\_\_\_\_\_

\_\_\_\_\_

Name: -----

\_\_\_\_\_

Topic: Birthdays



Picture Plan:

I like -----

\_\_\_\_\_

-----

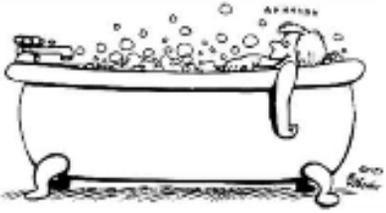
\_\_\_\_\_

-----

\_\_\_\_\_

Name: \_\_\_\_\_

Circle the one that is best.



bath



shower

My opinion is that a \_\_\_\_\_

is best because \_\_\_\_\_

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

Name: \_\_\_\_\_  
-----  
\_\_\_\_\_

Tell a story about what is happening in the picture.



**Plan**

Weather	Who and where
What they were doing	Ending

\_\_\_\_\_

It was a \_\_\_\_\_ day.

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

## Lightning

During a thunderstorm, there is lightning. It is electricity that connects energy in a cloud to energy in the ground. You can see lightning when it flashes in the sky. Lightning can be dangerous. It can start fires or hurt a person. People should stay inside. Electricity moves through water. Always get out of water during a thunderstorm. Stay safe when it storms.



# Prompt

Write to explain.

**Explain why lightning is dangerous.**

## PLAN

Topic

Facts

Topic

# Sample

Lightning can be dangerous.

The text says it is electricity.  
It can start fires and hurt  
people.

It is fun to learn about  
lightning.



# Kindergarten: Explanatory, Segment 6, Lesson 1

Name: \_\_\_\_\_

Finish the sentence and write facts.



This is an \_\_\_\_\_

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed middle line.

## Apples

Apples grow on apple trees. There are thousands of different kinds of apples like Red Delicious and Fuji. Apples can be eaten fresh, made into juice, or used in cooking.

Apple trees blossom in the spring and the fruit is ready in autumn. Inside the apples are seeds. These seeds have small doses of poison, but don't worry because you would have to eat a lot of them to be sick. The seeds have a protective coating to keep the poison safe inside.

Apples are very good for you to eat. They have vitamins in them. Apples help your bones stay healthy. When you drop an apple into water it will float because it is 25% air.

Apples can be red, yellow, or green. Green apples are good for bones and teeth. Red apples are good for your heart and memory. Yellow apples are good for your heart, eyes, and fight against cancer. Apples are a great fruit.



## Brainstorming

- Apples grow on trees.
- They are ready to be picked in the fall.
- The seeds have small amounts of poison inside.
- Apples are filled with vitamins.
- They float because they have air inside.
- They can be green, yellow, or red.
- There are many different kinds of apples.

## Sample

This is an apple. Apples are good for you. They keep your body healthy. Apples grow on trees. They can be red, green, or yellow. Apples are delicious.



# First Grade

If given the option, start with prompt writing. This will teach them to organize their thoughts on paper. Later in the year, move to text-based writing. Students are given one or more short passages asking them to respond using text evidence.

# Sample Printable

Name: \_\_\_\_\_

It is fun to learn about \_\_\_\_\_.

The text says \_\_\_\_\_

As you can see, \_\_\_\_\_

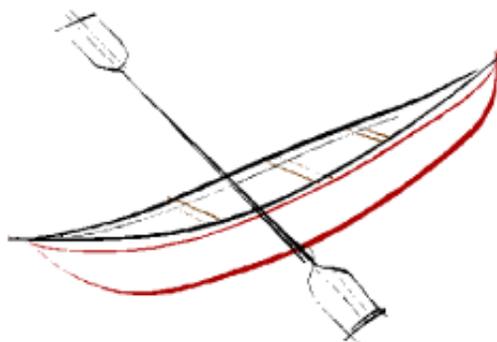
## Canoes

By Devin Keller

Native Americans made a way to travel in water. It was a long boat called a canoe. It uses paddles to move.

They made canoes out of trees. Paddles were made from branches.

Native Americans used canoes to hunt and fish. The canoe took them to the fish. People still use canoes today.



Directions:

Native Americans made canoes. Explain why Native Americans needed canoes. Use the text to support your answer.

Sample Response:

It is fun to learn about canoes. Native Americans made canoes.

This passage is about canoes. The text says they used canoes to hunt and fish.

As you can see, Native Americans needed canoes. I love learning about canoes.

## Insects

By Caelyn Lee

Insects are all over. There are two kinds of insects. There are those with wings and those with no wings. Insects have six legs. They hatch from eggs. They have 3 body parts: head, middle, and abdomen. There are a million kinds of insects. Insects fill the world.



## Spiders

By Brooker Revell

Spiders are not insects. Spiders have eight legs and hatch from eggs. They have two body parts: front and abdomen. Spiders do not have wings. There are 30,000 kinds of spiders. Spiders eat insects and other spiders. A spider makes silk from its abdomen. All spiders have silk but they do not all spin a web. Some just use the silk like a rope. Some spiders use a web to get food and some like to hunt. The spider has oil on its body so it doesn't stick to the web. Spiders are neat.



Prompt:

Read “Insects” and “Spiders.” Tell how insects and spiders are alike and different. Use the texts in your answer.

Sample Response:

It is fun to learn about creatures. Spiders and insects have things that are alike and different.

Spiders and insects are alike because they both hatch. Also they both have an abdomen. Spiders and insects are different because spiders have eight legs and insects have six. The passage says that insects have 3 body parts and spiders only have 2.

To sum up, spiders and insects have things alike and different. They are both great in our world.

## The Walk

By Race Caldwell

Tom went for a walk. He saw a boy on his bike. The boy fell. Tom ran to help the boy. He hurt his knee. Tom helped the boy walk home. The boy thanked Tom for his help.



Prompt:

Read "The Walk." Retell the story and add more details. Use the story to help you.

### PLAN

1. Weather & Where
2. Answer the prompt
3. Exciting part
4. Ending

Sample Response:

It was a nice day. Tom went for a walk down his street. He saw a boy on a blue bike. The boy fell on the road. Tom ran to help him. His knee was bleeding. He was crying. Tom helped the boy walk home. He told Tom thank you.

## The Beach By Rachel Swaine

One hot day my family went to the beach. We played in the cool water. We ran in the wind. We saw fish and birds. We made things in the soft sand. When we went home we were sandy. We went into the house. We had sand on everything. The sand was in our house. It was a mess.



Prompt:

Read "The Beach." Think about the fun the family had and the mess that was made. Do you think the family should go to the beach anymore? Write your opinion. Use the story to support your answer.

Sample Response:

Let's take a look at the beach. The family in this story should keep going to the beach.

This story is about a family that has fun at the beach. When they get home they make a mess in the house. They had too much sand from the beach. The passage says it was a mess. They should still go to the beach. Next time they need to get the sand off before going home.

As you can see, you must clean off when leaving the beach. The beach is great!



# 2ND GRADE

You have both prompt and text-based writing available. If able, start with prompt to teach organization and how to get words on paper. Then, move to text-based if it is in your standards.



Name: \_\_\_\_\_

It is fun to learn about the \_\_\_\_\_

The text says \_\_\_\_\_

As you can see, \_\_\_\_\_

It is great to learn about the \_\_\_\_\_

# Second Grade: Explanatory, First Quarter, Lesson One

## Dust Bowl

By Richard Langford

In the 1930s wind and dust made big problems for America. Huge clouds of dust brought harm to people, animals, and farms. This happened in the middle of the country. It was called the Dust Bowl.

The problem happened when farmers planted too many crops. They did not sell all of them so the next year they planted fewer crops. This left empty land with nothing growing.

Then there was no rain for a long time. This is called a drought. The land was very dry. The dirt would blow in the wind. Dust floated in the air covering everything in the area.

People had to stay away from the dust. They wore masks and goggles when they went outside. If they breathed in the dust, it would make them sick. The dust would blow into their homes. They would hang sheets over their windows to keep the dust out.

Finally the rain came and helped the people. It wet the land so the dust would not blow into the air. Farmers learned how to move crops to different fields to keep the soil rich. They learned to plant grasses so the dirt would not blow into the air. This made life better for the people.



Prompt:

The article “Dust Bowl” tells about dust covering land in America. What caused the dust to cover the land? Write to explain what caused the dust to cover the land. Use information from the passage in your response. Be sure to put it in your own words.

## PLAN

B: C.A.T

M: AP/FF

E: T.R.P

Sample Response:

It is fun to learn about the Dust Bowl. This is when dust covered land in America. Many things made the Dust Bowl happen.

This passage is about the Dust Bowl. The text says farmers left land empty. Then it did not rain for a long time. The dirt from the empty land blew in the wind and covered everything. People had to protect themselves from the harmful dust. Farmers learned not to keep land filled with dirt. They did not want this to happen again.

As you can see, farmers, wind, and no rain caused the Dust Bowl. It is great to learn about the Dust Bowl.

# Second Grade: Explanatory, Second Quarter, Lesson One

## Minting Coins

By Seth Patterson

The US has mint offices that make coins. Coin making is called minting.

First, large metal sheets go through a machine that punches out circles. These circles are called blanks. They are heated to make them soft. Then a machine washes, dries, and polishes them.

Next, the blanks go into another machine that raises a rim around the edge. This makes the coins easier to stack and protects the design.

Then, the blanks go through a coining press. It puts pictures, words, and numbers on both sides. Workers check the designs on each coin. A coin sizer machine makes sure each coin is the right shape. If it is not perfect it gets thrown out.

Finally, a counting machine drops the coins into a cloth bag. These bags are taken to banks.



Prompt:

Read the article "Minting Coins." What is this passage about? Write a summary explaining the main idea of this passage. Use information from the passage in your response. Be sure to put it in your own words.

# PLAN

B: C.A.T

M: AP/FF

E: T.R.P

## Sample Response:

The world of minting coins is interesting. The passage "Minting Coins" teaches about how coins are made. It is amazing how coins are made.

This passage teaches the steps to making a coin. In the US there are special offices that do this job. They start with a sheet of metal. A machine punches out circles called blanks. These are heated and cleaned before going into a machine that raises the edge of the blanks. The article reports that the blanks go into a coining press where they get a design. Then people check to make sure they are right. A coin sizer checks the shape before they go into a cloth bag to be taken to banks.

In short, this is how coins are made. Think about this the next time you flip a coin!

### Clean Teeth

By Jose Manet

Tanya was worried as her mom drove her to the dentist. She had never been before. She was going to have a checkup but did not know what to expect. Her mom pulled into a parking place and they walked inside.

She sat in the waiting room as her mom filled out papers. The room was pretty and there were toys in the corner. A lady named Sue walked out and called her name. Her mom could not go back with her.

Sue showed her the dental chair. Tanya climbed up in the chair and Sue put a paper on her chest. She showed her what she was going to do. Then she cleaned her teeth. When she was done the dentist came in and talked to Tanya.

She told her to brush her teeth twice a day for three minutes. The dentist said this is as long as singing all of "Mary Had a Little Lamb". Next she said to visit the dentist twice a year for a cleaning. The dentist makes sure teeth stay healthy. Then she told Tanya to floss between her teeth one time a day. Finally, she said to eat foods that are good for teeth like fruits and vegetables.

When she finished Tanya picked a prize. She was glad that she had gone to the dentist.

Prompt:

Read "Clean Teeth". Retell the story in first person point of view. This means you will pretend you are Tanya and use the word "I". Write a journal entry retelling Tanya's experiences. Use the text as a resource to remember the events.

### Plan

1. **Weather...**      **Where: car**  
**Doing: going to the dentist**
2. **Prompt: got teeth cleaned**
3. **Climax: talked with dentist**
4. **End Story: got a prize**

Sample Response:

Today was sunny as my mom drove me to the dentist. It was my first time going so I was very nervous. When we walked in, I waited while my mom filled out papers.

A nice lady named Sue took me back into a room. I sat in a large chair that laid back. Sue cleaned my teeth with many tools that made a lot of noise. It did not hurt at all. I could hear soft music playing as she worked.

When she finished the dentist came to see me. She told me how to take care of my teeth. She said I needed to brush twice a day, visit the dentist twice a year, floss, and eat healthy foods.

When I was done I picked a prize from a huge chest. There were so many things to choose, but I knew right away I wanted the pink stuffed rabbit. I can't wait to go to the dentist again.

**But I Found It**

By Charlie Stewart

Ryan and Meg walked home from the park. Meg saw something on the sidewalk. "What is that?" she asked Ryan. They both ran up to it and Ryan grabbed it. It was a wallet. "I saw it first," Meg said. They went and sat under a tree where no one could see them look inside.

"There is twenty dollars in here!" Ryan screamed. Ryan put the wallet into his pocket and they went to Meg's house. They talked about what they could do with the money. "What if someone is looking for this?" Meg asked. They opened the wallet again and looked carefully. Inside they found a small piece of paper that said "This wallet belongs to Sam Bolt." They both knew what they had to do.



Prompt:

Read the story “But I Found It.” What do you think Meg and Ryan should do with the wallet? Write your opinion using information from the passage to support your answer.

## PLAN

B: C.A.T

M: AP/FF

E: T.R.P

Sample Response:

Everyone loves discussing money. In the story “But I Found It” Meg and Ryan have to make a choice about the found wallet. I feel they need to give it back to the owner.

This story is about Ryan and Meg finding a wallet while walking home from the park. The passage says the Meg saw it first. When they looked inside they found twenty dollars. The passage says there was also a piece of paper with the owner’s name on it. Now that they know the owner’s name they need to return the wallet and money. It is the right thing to do. The owner put his name in the wallet so it would be returned if he lost it.

It is easy to see that Ryan and Meg need to give the wallet back to the owner. Think about this the next time you find something.

**Third**

**Grade**



- **Third Grade has a choice of prompt and text-based writing. Choose what aligns with your standards. There is a section called foundation lessons for text-based. This was added because students performed better when starting with prompt style writing. It gives 10 lessons to start off the school year before having students use text-evidence in their responses.**

# Healthy Teeth

By Kailey Swaine

Brushing your teeth each day is important. It keeps your teeth looking nice and healthy. There are three main steps in taking care of your teeth.

First, you must brush your teeth twice a day. There is bacteria on your teeth called plaque. Brushing removes the plaque. This should be done with short motions moving back and forth. All parts of your mouth must be brushed including your tongue and cheeks. Remember to be gentle.

Next, floss your teeth once a day. Dental floss is like string. It is used to clean between teeth. Food can become stuck. If it stays between your teeth it can cause a cavity to form. Flossing will remove food you could not get with a toothbrush.

Last, twice a year go see a dentist. The workers at the dentist office are there to help you. They will take X-rays. These are pictures of your teeth. Then someone will clean your teeth. The dentist will check to make sure you are brushing and flossing the right way. Before leaving you will swish with fluoride to help your teeth stay strong.

Teeth are important in helping you eat and look great. They need to last a lifetime, so do all that you can to keep them in great shape. You will be happy to have a healthy smile.



Directions:

It is important to have a healthy smile. Explain how people can keep their teeth healthy. Use information from the passage in your response.

## Plan

B: C.A.T

M: BI1: tasks

BI2: dentist

E: T.I.P

Sample Response:

Let's blast off into the world of teeth. Having a healthy smile is important. There are things people should do to keep their teeth healthy.

To begin with, there are tasks that must be done to keep teeth healthy. The text states it is important to brush twice a day gently. When you brush, you are trying to remove the plaque that builds up on your teeth. It is fun to pick out a toothbrush in a fun color. It helps a person remember the brush that belongs to him. The article also says floss must be used to remove things stuck between your teeth. It glides back and forth working to dislodge food. Flossing becomes easier with practice. Teeth tasks must be done daily.

Finally, stop by and see the dentist twice a year. The text shows the dental staff will take x-rays. This doesn't hurt. It is a picture of the teeth. It also states that they will clean your teeth. It will leave teeth sparkling like diamonds. It feels good to have freshly polished teeth. Visiting the dentist is a must.

Clearly, people must keep their teeth healthy. Brushing, flossing, and dental visits can keep a smile healthy. Grab your toothbrush and get to brushing!

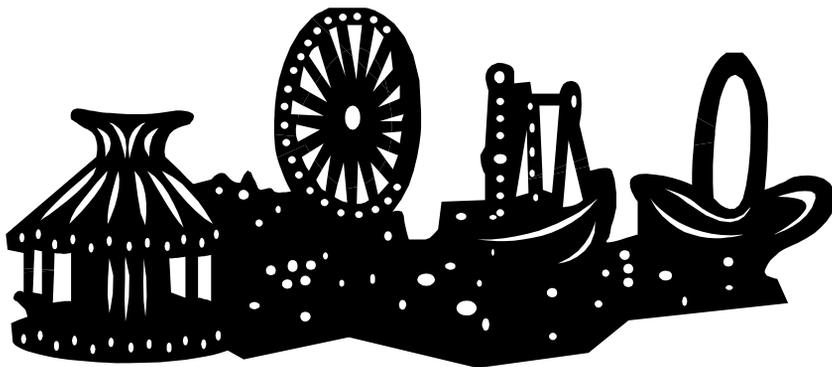
## The Closed Fair By Marissa Christian

After the fair was closed and darkness had fallen upon the rides, Charlie and I snuck into the deserted fairgrounds. We could still smell the aroma of cotton candy and peanuts. The rides were still and looked dingy without being lit up. "Let's go into the Haunted House," Charlie suggested.

The house was small and typically had workers that would jump out and scare guests. We knew that it was empty so there was nothing frightening about it. We opened the door and entered a room filled with mirrors. They were all made at strange angles producing odd reflections when standing in front of them. We moved on to the next room which was completely dark. Charlie turned on his cellphone to light the way. Suddenly, a heavy hand fell on my shoulder saying, "What are you boys doing in here?"

We screamed like little girls as we ran out of the Haunted House. The man followed us as we went running. I looked back and Charlie was lying on the ground. He had fallen over a pile of trash. The man grabbed Charlie by the shirt. We both looked at his face. Several of his teeth were missing and he was smelly. "Round this place, we lock up trespassers," the man said with an evil laugh.

Charlie broke loose from his grip as we both jumped the fence and ran home. To this day, I stay far away from the fairgrounds.



Prompt:

Read the story “The Closed Fair.” Think about a different way this story could have ended. Now write a new ending for this story as if you are the narrator. Use the same storyline and characters as found in “The Closed Fair.”

### Brainstorming

The boys were locked up and had to escape.

The man let them ride all of the rides.

He threw them in a closet filled with fair food.

They had to win a fair game to be released.

### Plan

1. **Weather...**                      **Where: fair**  
**Doing: snuck in and were caught**
2. **Prompt: man took us to a tent**
3. **Climax: painted our faces**
4. **End Story: wouldn't wash off**

## Sample Response:

The night sky was lit by the moon as Charlie and I snuck into the fairgrounds at night. While exploring the Haunted House a man placed his hand on my shoulder. Charlie and I ran, but when Charlie tripped the man grabbed him by his shirt refusing to let go.

Up ahead I could see a red and white striped tent. It reminded me of a circus tent. I followed the man as he held tight to my friend Charlie. I wasn't about to leave him all alone. When we entered the tent it looked like a party was going on. Fair workers were enjoying a table filled with food. Charlie and I were escorted over to two chairs placed back to back in the middle of the tent. We sat in the chairs as the man tied our hands together.

Sweat was rolling down my forehead as butterflies fluttered in my stomach. I had no idea what was going to be done to us. Two women approached us carrying a case. They opened the case and sat down in front of us. Suddenly, they began painting our faces. We did not move a muscle. They worked for at least thirty minutes before removing the ropes from our hands and tossing us out of the tent.

Charlie and I looked at each other and began laughing. Both of our faces were painted to look like clowns. When we arrived at my house we immediately went to the bathroom to scrub off the paint. This is when things really grew worse. It was not washable paint. We were forced to look like clowns for the next week until the paint finally wore off. From this day on, we never went near the fairgrounds again.

## **Hand Over The Cash**

By Addison Clark

People disagree on if students should be paid for making good grades. School is a student's main activity. It should be the number one focus in a child's life. School is the place where students learn the things they need to know to become successful adults.

Many feel students should not be paid for good grades. They believe getting good grades is what kids are supposed to be doing. Students are the ones getting the benefits of learning. The teachers have already gone to school. They don't need the kids' good grades; the kids need them. Students should look at getting good grades as something they are doing to make themselves better. Higher grades will give them a better chance of being successful in the real world. They should not be paid for this. If students make good grades now, it will pay off later because they will get a higher paying job with the knowledge learned in school.

On the other hand, many feel students should be paid for good grades. They see school as a job. By paying students to do well, it helps prepare them for the real world. Kids need money so they can save for college or a car. When they are paid, it motivates them to do well in subjects they may find challenging. Money will help kids do better in school, and doing better in school gives kids a boost in succeeding when they grow up. When a student is paid for his grades, he sees that effort has a reward. This makes him want to work harder. Working hard and making good choices has rewards.

It is clear that there are two sides to this argument. No matter what, people must understand that school should be a child's main activity as they grow. It is a place for them to learn and interact with others. Students need school to help them grow into successful adults.

Prompt:

Some parents give their kids money for good grades. Do you think students should be paid for good grades? Write your opinion on if children should be paid for making good grades in school. Use text evidence in your response.

## Plan

B: C.A.T

M: BI1: issue

BI2: opinion

E: T.I.P

Sample Response:

Imagine for a moment walking into the kitchen and handing your dad a test with an "A" at the top. He takes out his wallet and hands you a five-dollar bill. You run straight to your room to begin studying for the next test. Have you ever been paid for making good grades? It is a great idea to pay students for making good grades.

First, let's take a look at the issue of paying for grades. The article makes a good point that it is motivation. Many subjects are hard. Students will work harder if they are getting paid. On the other hand, the article shows that some feel kids should want to make good grades to be a success. This is true, but kids are young. They do better with rewards that happen right away. There is a lot to think about with the issue of paying for grades.

Moving on, my opinion is that students should be paid. According to the passage, by paying students it helps them to do well in the real world. Would adults work hard at their jobs if they were not paid? The number one goal is for students to learn. If money helps them learn more, than I say give it to them. The text also shows how kids need money to save for things like college and cars. There are also things like cellphones that cost a lot. If students work hard for grades, then they can earn money for things they want. My opinion is paying them for good grades allows them to earn and save this money.

Without a doubt, paying students for good grades has amazing benefits. When students are paid, more learning takes place. Knowledge is power, so break out your wallet and prepare to pay for good grades.

# 4th-6th Grades

## Essays

There are options for prompt or text-based writing. Choose the style that aligns with your standards.



# 7<sup>th</sup> and 8<sup>th</sup> Grades

Seventh and Eighth grade is limited. These were written because many of our schools needed something through 8<sup>th</sup> grade. Please note that only text-based essay writing is available for 7<sup>th</sup> and 8<sup>th</sup> for Expository and Persuasive. There is not a narrative or grammar option for the upper grades at this time.

## **Hurricane Sandy**

By Bill Masters

On October 27, 2012, Hurricane Sandy headed toward the United States. A huge mass of cold air made this storm make a sharp turn toward the west headed toward the coast of New England. The storm was 1,000 miles wide. People in New England and surrounding areas stayed glued to their televisions waiting to see where and when she would make landfall.

Hurricanes in New England are rare in the month of October. The water along the coast was warmer than usual making Sandy even stronger. This would allow her to drop more rain, snow, and create stronger winds. It did not help that there was a full moon. A full moon causes gravity to make high tides making a bad combination with a storm.

Hurricane Sandy made touchdown in Atlantic City, New Jersey on the 29<sup>th</sup> of October. It was 8:00 in the evening as she carried winds around 80mph. Record amounts of rain were dropped as she made her way through this area.

The areas most devastated were New York and New Jersey. These areas not only lost power, but also had great flooding. Roads were washed out and subways were flooded. Many homes were destroyed from the high winds. Ten million people were affected by this hurricane. More than 100 people lost their lives.

While hurricanes cause great destruction, they also bring people together. This is what happened when Sandy hit. Neighborhoods and communities helped each other clean up and rebuild. Groups gathered to bring in help such as food, money, clothing, and more. People in these areas showed that Sandy would not knock them down.

## **Hurricanes**

By Race Caldwell

Hurricanes start near the equator as tropical storms. The storm moves north across the ocean toward cooler air. As it moves, the wind grows stronger and the rain increases. The center of the storm is called the “eye”. It is the calmest part of the storm. The eye has no rainfall and can be 20 miles in diameter. Winds surrounding the eye can be as high as 200mph. This is strong enough to rip trees from the ground and blow windows from homes.

Summer and early fall is when hurricane season happens in the United States. Hurricanes are given names. Each new hurricane season the names begin with the letter “A” and move through the alphabet in order as the names alternate between boy and girl names. Most hurricanes never reach the U.S., but when they do be prepared.

Prompt: Hurricane Sandy was destructive to many people in the United States. Write a summary of what occurred with the storm Hurricane Sandy. Use information from both articles in your response.

Remember a summary:

- Follows a logical order
- Retells the important details only
- Uses your own words

## Plan

B: C.A.T

M: BI1: hurricane features

BI2: Hurricane Sandy

E: T.I.P

Sample Response:

Brace yourself as we jump from the high dive into the world of hurricanes. Have you ever experienced a hurricane? Hurricane Sandy caused a lot of damage, but people stayed strong.

To start the storm spinning, let's take a look at the features of a hurricane. The second source gives scientific information about hurricanes in general. It explains that hurricanes develop near the equator of the Earth. They begin as tropical storms. As it moves north the cooler air causes the winds to grow in strength and eventually an eye forms in the center of the storm. This explains why I live in an area that experiences a lot of hurricanes. Unfortunately, I am near the equator. It is interesting that the center is called the eye. I know from watching storms on the news, that meteorologists pay close attention to where the eye is headed. The source goes on to explain that hurricane season begins in the summer and ends in the fall. The article reports there is a special lettering system that names hurricanes in alphabetical order. Many must be prepared during this time. People need to make sure they have water, batteries, and food in case a hurricane stops by for a visit. I certainly hope my name is never chosen for one of these storms. Learning about hurricane features can help a person better understand how the storm works.

To keep the storm from losing momentum, we will peek into the system known as Hurricane Sandy. According to source one, in 2012 this 1,000-mile-wide hurricane hit the United States. On the evening of October 29<sup>th</sup> New Jersey was hit with 80 mph winds. New York was also greatly affected by this storm. Mass amounts of flooding took out roads and filled underground subways. High winds knocked down many things in the hurricane's path including homes. I can picture underground subways being submerged in water. I can only imagine the immense damage this would cause. I'm sure subways protect people from high winds, but flooding makes it too dangerous to use as shelter. The article continues by pointing out that huge areas were without power and many lives were lost. Surprisingly, good came out of the devastation. People came together and helped one another showing kindness and love. It always amazes me how the good in people comes shining through during difficult times. With no power, life becomes difficult especially when it comes to storing and preparing food. This is when people can truly show love toward one another. Thankfully, Hurricane Sandy has been laid to rest.

It is clear that Hurricane Sandy did a lot of damage in the United States. Her winds and heavy rain destroyed large areas. As Masters stated, "People in these areas showed that Sandy would not knock them down."

Set Title: Zoo News

**Zoos Are Cool**

By Stacy Caldwell

For thousands of years zoos have been entertaining and teaching people. In 13<sup>th</sup> century England, Henry III allowed visitors to pay to see lions, camels, and lynxes. Millions of people each year visit the thousands of zoos that exist around the world. It gives a great place to observe wildlife.

Zoos today have made life better for animals. They are no longer locked in cages behind iron bars, but instead have natural barriers like ditches as a barrier between them and humans. They are placed in an area that resembles their natural environment.

Additionally, instead of catching animals in the wild. Most animals are gained through captive breeding programs and from other zoos. Many of these programs help restore species that have been threatened. Zoos also take animals that have been abandoned. Zookeepers have learned the needs of animals. For example, chimps need to be engaged so they are given toys. Zoos allow scientists to research things that help animals such as medicines to improve animal health.

People are also helped through zoos. Zoos educated adults and children on the needs of animals and encourage conservation. People often understand the importance of conservations through zoos allowing them to donate money to help efforts.

**Saved**

By Amado Ruiz

In sub-Saharan Africa a baby elephant watched as her mother died. The herd abandoned her, so she had no source of milk. Rangers saw what had happened and took the small elephant and named her Lily. The elephant was hungry and growing weak. Lily was brought to the zoo where she was fed special milk formula by zookeepers. Slowly Lily became healthy again. She was put with other elephants that fell in love with her. Her life was happy at the zoo. Lily was well taken care of and now had a family that loved her.

In the same zoo was another elephant not as happy. His name was Kiki. Born in the zoo he had never been in the wild. He spends his days pacing and bobbing his head. It seems like he is frustrated because he cannot naturally walk miles and graze as elephants do instinctively. He is used to giving people rides. He knows he must obey the zookeeper in order to get food. Kiki is conflicted between fear of his keeper and desire for food. This elephant is in distress.

While both of these elephants are in the same zoo, they have different experiences. Lily is happy to have been saved, whereas Kiki feels trapped.

# Let Them Go

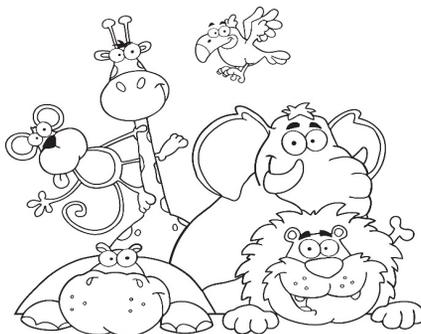
By James McCall

Think about an elephant pacing back and forth in his area at the zoo. While his cage has both an inside and outside area, he is forced to stay inside for days because of the cold weather. It is very hard to meet the needs of elephants in a zoo. Elephants in the wild spend the day walking in large groups as they graze and play in water. They can wander 30 miles each day. This cannot be done when locked in a zoo.

While conditions have improved from the days of cages, many breeds in zoos are still in distress. Elephants often pace and bob in their areas. Many creatures in the zoo were made to run in open terrain which cannot be done in a zoo. Also, animals are not given the opportunity to hunt or mate in privacy. Some animals react by showing obsessive behaviors like constantly grooming themselves.

Captive animals are often deprived of the things that are natural and most important to them. This may cause “zoochosis” which is a condition where the animal becomes bored and lonely. They may sway back and forth or do other obsessive behaviors. Many animals risk their lives in an attempt to be free.

Some people argue that people don't learn that much at the zoo. They have observed that people don't spend a lot of time reading the information at each display, but instead talk with others about things other than the animals. Many visitors spend only a few seconds at a display as they wait to see if the animals does something exciting. They gain little understanding with this method of walking around the zoo. You can learn more by watching a documentary or observing the animals in their own habitats.



Prompt:

Zoos have animals from all over the world. Write an essay sharing your opinion on if it is good to keep animals in zoos. Use information from all of the readings in your response.

## Plan

B: C.A.T

M: BI1: benefits & counterargument

BI2: positive impacts (retell Lily)

E: T.I.P

Sample Response:

Lions and Tigers and Bears...oh my! Think for a moment about a zoo. As you walk through the gates you can hear the roar of a lion. The sound is so amazing you stop to listen to the power in its voice. You grab a map and plan your journey through the amazing animals of the zoo. Have you ever visited a zoo? There is nothing wrong with keeping animals in a zoo that treats them well.

Foremost, zoos can be beneficial to animals. The first passage titled "Zoos Are Cool" explains that zoos have been around for thousands of years. Originally, zoos kept animals in small cages with poor living conditions. Was this ideal? Of course not. Those in charge during this time period should have done a better job avoiding animal cruelty. In the last passage McCall states that today things have changed. Thankfully, zoos create areas that mimic the natural habitats of the animals. Passage one reports that instead of cages the animals are kept from escaping through the use of deep ditches providing a natural barrier. Recreating the natural habitat is a wonderful way to keep animals happy while allowing them to be safe. There are so many dangers in the wild. It is extraordinary that zoos can provide the best of both worlds. Passage one shares that many of the animals have been rescued. The zoos actually have saved these animals from possible death in the wild. Additionally, scientists are able to learn more about animals through zoos. This allows them to help animals when needed. People visiting the zoos are not only able to learn about the animals, but also understand the conservation efforts that are happening. While McCall is correct that not all visitors pay close attention, the ones that do often donate money to help the efforts. This sounds like a win-win. Animals are being studied in order to receive better care and people are being educated. It is great when people work together to do good. Zoos bring great benefits to wild animals.

Furthermore, let's examine the positive impact zoos can have on the lives of animals. Source two talks about the life of a baby elephant named Lily from sub-Saharan Africa. Her mother died and the herd abandoned her. Still needing milk, Lily was rescued and taken to a zoo. Here she was fed milk and loved by not only the zookeepers, but the other elephants. She knew they had saved her and was happy to be in a safe environment that gave both food and love. This is an excellent example of zoos giving animals better lives. Lily would have been left to die if she had not been taken in by the zoo. If she could speak, she would highly recommend taking residence there. Luckily, the zoo was able to provide her with a safe, happy environment. Sharing positive impacts can help people better understand the purpose of zoos.

In final thoughts, zoos have a positive place in our world. They work hard to help both the animals that live there and the people that visit. Next time you are near a zoo, stop in for a visit with some of the world's greatest creatures.

# Sixth Grade: Narrative, Lesson One

## The Man with a Wooden Leg

By Gerry Brennen

It was a cold and rainy day as I was shopping at the store  
In walked a man I had never seen before,  
A man whose leg was wooden and he walked with a crutch,  
I asked him what had happened and if it hurt very much.

He told me to come closer, to get a better look  
My curiosity got the best of me and as I grew closer the leg shook,  
A strap held the leg tightly to his knee  
I leaned in close to examine it because it was interesting to see,

“Where did your leg go? Did you lose it as a boy?”  
I really thought he might have lost it as he stumbled on a toy,  
He looked at me strangely with a large wide grin  
Then he told me what happened when he was only ten.

“I stepped off a curb into a busy street.”  
“A truck went speeding by and knocked me off my feet.”  
His leg had been ripped off at such an early age  
“A wooden peg replaced and I went into a rage.”

“But as the years went by I learned to love my wooden leg  
And now I wouldn’t change it,” this is what he said  
Thank you kindly sir, for sharing this with me  
Now let’s get a cookie from the bakery.

**Prompt:**

Read the poem “The Man with a Wooden Leg”. Now use the events that occurred in this poem in the form of a story. Write a story that retells the sequence of events from the poem. Use fluffy, flowery words to convey experiences and events. You may make up additional events to complete or enhance the story.

**Plan**

1. **Weather...**      **Where: store**  
**Doing: at the deli**
2. **Prompt: man with a wooden leg**
3. **Climax: he told me how he lost it**
4. **End Story: got a cookie**

Sample Response:

It was a cold, rainy day as I walked into Bob’s Market with my mom. Mom asked if I would get one pound of sliced turkey from the deli. Sometimes the line was long and she didn’t want to wait. I approached the counter and took a number. Four people were in front of me so I stood patiently waiting for my turn.

Up walked a man that appeared to have a limp. He leaned on a crutch as he walked. I looked down noticing he had a wooden leg. I tried not to stare, but I had never seen someone with a wooden leg. “What happened to your leg?” I bravely asked. He smiled and told me to take a closer look. The wooden leg was strapped to his knee.

“If you don’t mind me asking, what happened?” I questioned. “When I was ten years old, I needed to cross the street to get home from school. I stepped into the busy street just as a truck was passing by. The truck ran over my leg and it was ripped from my body. I was rushed to the hospital in an ambulance. Eventually, I was given a wooden leg,” the man explained. He told me that initially he was angry about what had happened to his leg, but as years passed he grew to like his leg.

Finally our numbers were called and we got what we needed from the deli. “Hey, I heard the bakery gives out free cookies,” I told the man. “Let’s walk that way,” he said with a smile.