Write Fix:

An Intervention for Struggling Writers

Informative Writing Unit:
Roller Coasters

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Unit Overview

Roller Coasters Writing Unit focuses on informative writing. This unit emphasizes the connection between close reading and writing to source. It begins with an On Demand writing prompt in which students rely exclusively on prior knowledge and what the class brainstorms to create their writing. Then, students read a series of books and/or articles closely to discover specific information that will make their writing pieces better. As they read and gather information, they use it to revise their writing.

Using this sequence allows students to not only see the connection between reading and writing, but it also clearly demonstrates how critical specific details and information are to improving the quality of writing.

Each lesson is designed to be 30-45 minutes and includes a mini-lesson, modeled and guided writing time, and sharing. See the Write Fix Intervention Packet for routines for mini-lessons, modeling, guided practice, and sharing.

This unit would work well with other content related topics:
- Habitats
- Computers
- Historical events

Common Core State Standards

Text Types and Purposes
W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
## Unit at a Glance: Roller Coasters

### Mentor and Resource Texts:
- *Thrill Rides! All About Roller Coasters* by Jeff Savage (Mondo, 2007)
- *Using Force and Motion* by Glen Phelan (National Geographic, 2004)
- *Thrill Rides: Top 10 Roller Coasters in America* (Meredith, 2007)

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
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<tbody>
<tr>
<td><strong>Editing ML</strong></td>
<td><strong>On Demand Writing Prompt</strong>—Write about Roller Coasters</td>
<td><strong>Revision ML:</strong> Hook or Lead</td>
<td><strong>Modeled and Guided Writing:</strong> Have students self-assess On Demand Writing (ODW) using rubric and determine what is needed to make writing stronger</td>
<td><strong>Close reading of book or text about roller coasters.</strong> Model using Writing to Source sheet to make notes as you read; guide students in recording specific information on the sheet that will enhance ODW</td>
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<td><strong>Modeled and Guided Writing:</strong> Brainstorm and pre-write/organize what students know about Roller Coasters</td>
<td><strong>Sharing:</strong> fact you know about roller coasters</td>
<td><strong>Sharing:</strong> Read their On-Demand pieces to partners</td>
<td><strong>Sharing:</strong> favorite fact you learned about roller coasters</td>
<td><strong>Sharing:</strong> two sentences you changed to have different beginnings</td>
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<tr>
<th>DAY 6</th>
<th>DAY 7</th>
<th>DAY 8</th>
<th>DAY 9</th>
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<tr>
<td><strong>Revision ML:</strong> Sentence Composing—Combining</td>
<td><strong>Editing ML</strong></td>
<td><strong>Revision ML:</strong> Paraphrasing</td>
<td><strong>Editing ML</strong></td>
<td><strong>Revision:</strong> Conclusion</td>
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<td>Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet</td>
<td>Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet</td>
<td><strong>Modeled and Guided Writing:</strong> Revise draft using details gleaned from reading</td>
<td><strong>Modeled and Guided Writing:</strong> Edit draft using details gleaned from reading</td>
<td><strong>Modeled and Guided Writing:</strong> Publish articles</td>
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<td><strong>Sharing:</strong> sentences you combined to make more interesting</td>
<td><strong>Sharing:</strong> interesting word choices</td>
<td><strong>Sharing:</strong> a section you paraphrased from one of our sources</td>
<td><strong>Sharing:</strong> Read writing to partners for peer feedback</td>
<td><strong>Sharing:</strong> Read their Extended Writing to partners</td>
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**Informative/Explanatory Writing**

*Informative/Explanatory Writing* conveys factual or personal information accurately. It explains, clarifies, or defines something.

When you create *Informative/Explanatory Writing*, you should include:

- a main idea or message
- carefully selected key points and details that connect to the main idea
- a text structure that supports your message
- text features that make the writing easier to understand
# Informative Writing Rubric

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<tr>
<th>Name ______________________</th>
<th>Text Type: Informative</th>
<th>⑤------Excellent</th>
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<tbody>
<tr>
<td>Title _______________________</td>
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<td>④------Very good</td>
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<td>Date_________________________</td>
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<td>③------Satisfactory</td>
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<td></td>
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<td>②------Needs Improvement</td>
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<td>①------Needs Much Improvement</td>
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## Production & Distribution of Writing W.4

**Ideas**
- Clear message, focus, topic or main idea
- Relevant details to support the main idea

**Organization**
- Beginning catches the readers’ attention
- Closing ties ideas together
- Logically organized
- Appropriate transitions

**Sentence Fluency**
- Sentences flow together smoothly
- Sentences begin in different ways
- Sentences vary in length and type

## Language Choices L.3

**Voice**
- Shows awareness of readers and a sense of purpose throughout
- Appropriate use of tone for the purpose and task
- Reflects the writer’s style
- Writing style connects with the reader and keeps the reader’s attention

**Word Choice**
- Uses precise content vocabulary words
- Detailed descriptions and/or figurative language
- Precise nouns and verbs

**Conventions**
- Is free or almost free from capitalization or punctuation errors
- Spells common words correctly and uncommon words spelled phonetically
- Correct grammar and sentence structure

## Production & Distribution of Writing W.5, W.6

**Presentation**
- Appropriate form
- Neatly presented
- Visually appealing
- Text features that enhance content

**TOTAL** /35
On Demand Writing Prompt

Have you ever been to an amusement park to ride a roller coaster? Roller Coasters are exciting rides that are extremely popular. Write an informative article about roller coasters.

In your article, be sure to include everything you know. Some things you may wish to include:
- What are roller coasters?
- Who do people love roller coasters?
- What dangers do roller coasters pose?

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<td><strong>Hook / Opinion Statement</strong></td>
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<td><strong>Concluding Sentence</strong></td>
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Revision Mini-Lesson Day 3

**Hooking the Reader**

Good writers “hook” the reader’s attention with a great beginning. A hook is usually the first sentence or few sentences. Try using a question to hook your reader.

**WEAK EXAMPLE:**

Here is what I know about porcupines.

**REVISED EXAMPLE:**

What animal is known as the Quill Pig? A porcupine!

**Let’s do one together**

**WEAK EXAMPLE:**

Paper airplanes are really cool.

**REVISED EXAMPLE:**
Set a timer and have students edit in small groups or with partners.

do you like to watch the capitals play hockey mr mackey doesn’t
Revision Mini-Lesson 5

**Sentence Fluency**

Good writers begin sentences in a variety of different ways.

**WEAK EXAMPLE:**

Steven Strasberg is my favorite pitcher. He pitches for the Washington Nationals. He hurt his elbow in his first season. He had surgery and now he can pitch again.

**REVISED EXAMPLE:**

Steven Strasberg, my favorite pitcher, plays for the Washington Nationals. Even though he hurt his elbow in his first season, he had surgery and can pitch again.

**Your Turn**

**WEAK EXAMPLE:**

The moon orbits the earth every 27.3 days. The moon affects the tides here on earth. The moon is hot during the day. The moon is cold at night.

**REVISED EXAMPLE:**
Revision Mini-Lesson Day 6

**Sentence Composing—Combining**

Good writers combine several sentences to make longer, more interesting sentences.

**Weak Example:**

Puffins are arctic birds. They live at sea most of their lives. Puffins can swim and fly fast.

**Revised Example:**

Puffins are arctic birds that can swim and fly fast because they live at sea most of their lives.

**Your Turn**

**Weak Example:**

Bald eagles were almost extinct but are making a comeback. Bald eagles can live to be 35 years old.

**Revised Example:**
Editing Mini-Lesson Day 7

**Editing**

Set a timer and have students edit in small groups or with partners.

Researchers at Temple University say that students who wear uniforms score higher on standardized tests.

**Answer Key:**
Researchers at Temple University say that students who wear uniforms score higher on standardized tests.
Revision Mini-Lesson Day 8

**Paraphrasing Sources**

Good writers paraphrase, or write the information in their own words. Let’s try different ways to paraphrase a quote from a source--National Geographic Kids.

**ORIGINAL QUOTE:**

Kangaroos possess powerful hind legs, a long, strong tail, and small front legs. They’re the biggest of all marsupials, standing over 6 feet (2 meters) tall.

**PARAPHRASED EXAMPLE:**

Kangaroos are the largest marsupials, and are over 6 feet tall. That’s as tall as a grown man! They have strong hind legs and tail and little front legs that look like arms (National Geographic Kids).

**Your turn**

**ORIGINAL QUOTE:**

Bullfrogs eat all kinds of insects, mice, snakes, fish, and other small creatures. They hunt at night, waiting patiently until they see something pass by that they figure would make a good meal.

**PARAPHRASED EXAMPLE:**

...
Set a timer and have students edit in small groups or with partners.

for my birthday im having a party at chuck e cheeses with my friends  i am inviting chris david collin xander alexa victoria and bella i cant wait

Answer Key:
For my birthday, I'm having a party at Chuck E. Cheese's with my friends. I am inviting Chris, David, Collin, Xander, Alexa, and Bella. I can't wait!
Conclusion

Good writers begin connect the conclusion of the writing piece to the hook.

_WEAK EXAMPLE:_

HOOK: Here is what I know about porcupines.

CONCLUSION: That is all I know about porcupines. THE END

_REVISED EXAMPLE:_

HOOK: What animal is known as the Quill Pig? A porcupine!

CONCLUSION: There is much more to the Quill Pig than meets the eye!

_Let's do one together_  
_WEAK EXAMPLE:_

Paper airplanes are really cool.

_REVISED EXAMPLE:_