



Write Fix:

An Intervention for Struggling Writers



Informative Writing Unit: Roller Coasters

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Beth Anne Burke, NBCT
Anne Arundel County, MD
baburke@aacrc.net**



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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 student to not only see the connection between reading and writing, 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:

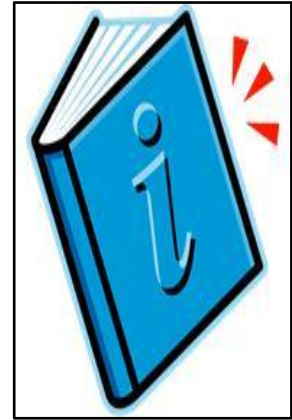
- [*Thrill Rides! All About Roller Coasters* by Jeff Savage \(Mondo, 2007\)](#)
- [*Using Force and Motion* by Glen Phelan \(National Geographic, 2004\)](#)
- [*Thrill Rides: Top 10 Roller Coasters in America* \(Meredith, 2007\)](#)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Editing ML	On Demand Writing Prompt —Write about Roller Coasters	Revision ML: Hook or Lead	Editing ML	Revision ML: Sentence Fluency
Modeled and Guided Writing: Brainstorm and pre-write/organize what students know about Roller Coasters		Modeled and Guided Writing: Have students self-assess On Demand Writing (ODW) using rubric and determine what is needed to make writing stronger	Close reading of book or text about roller coasters. 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	Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet
Sharing: fact you know about roller coasters	Sharing: Read their On-Demand pieces to partners	Sharing: Hook	Sharing: favorite fact you learned about roller coasters	Sharing: two sentences you changed to have different beginnings
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Revision ML: Sentence Composing—Combining	Editing ML	Revision ML: Paraphrasing	Editing ML	Revision: Conclusion
Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet	Continue modeling and guiding students in reading Roller Coaster book(s) closely, recording specific information on Writing to Source sheet	Modeled and Guided Writing: Revise draft using details gleaned from reading	Modeled and Guided Writing: Edit draft using details gleaned from reading	Modeled and Guided Writing: Publish articles
Sharing: sentences you combined to make more interesting	Sharing: interesting word choices	Sharing: a section you paraphrased from one of our sources	Sharing: Read writing to partners for peer feedback	Sharing: Read their Extended Writing to partners



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

Name _____		⑤-----Excellent ④-----Very good ③-----Satisfactory ②-----Needs Improvement ① -----Needs Much Improvement
Title _____		
Date _____	Text Type: Informative	
Production & Distribution of Writing W.4	Ideas	⑤ ④ ③ ② ①
	<ul style="list-style-type: none"> • Clear message, focus, topic or main idea • Relevant details to support the main idea 	
	Organization	⑤ ④ ③ ② ①
	<ul style="list-style-type: none"> • Beginning catches the readers' attention • Closing ties ideas together • Logically organized • Appropriate transitions 	
	Sentence Fluency	⑤ ④ ③ ② ①
Language Choices L.3	Voice	⑤ ④ ③ ② ①
	<ul style="list-style-type: none"> • 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	⑤ ④ ③ ② ①
Language Conventions L.2	<ul style="list-style-type: none"> • Uses precise content vocabulary words • Detailed descriptions and/or figurative language • Precise nouns and verbs 	
	Conventions	⑤ ④ ③ ② ①
Production & Distribution of Writing W.5; W.6	<ul style="list-style-type: none"> • Is free or almost free from capitalization or punctuation errors • Spells common words correctly and uncommon words spelled phonetically • Correct grammar and sentence structure 	
	Presentation	⑤ ④ ③ ② ①
		TOTAL /35



Name _____ Date _____

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?

ROLE	AUDIENCE	FORM	TOPIC



Informative/Explanatory Organizer

Name

Topic

Date

Hook / Opinion Statement

Concluding Sentence



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:



Editing Mini-Lesson Day 4

Editing

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

do you like to watch the capitals play
hockey mr mackey doesnt

Answer Key:

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:



Editing Mini-Lesson Day 9

Editing

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!



Revision Mini-Lesson Day 10

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: