

Teacher Created Materials

PUBLISHING

Write TIME FOR KIDS

**NEW
Levels**
for Grades 6-8

A genre-based writing program
that builds students' writing and
reading skills.



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Write TIME For Kids®

Grades K-8

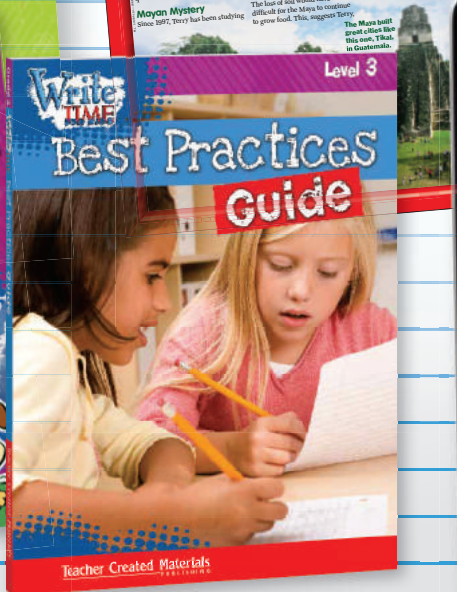
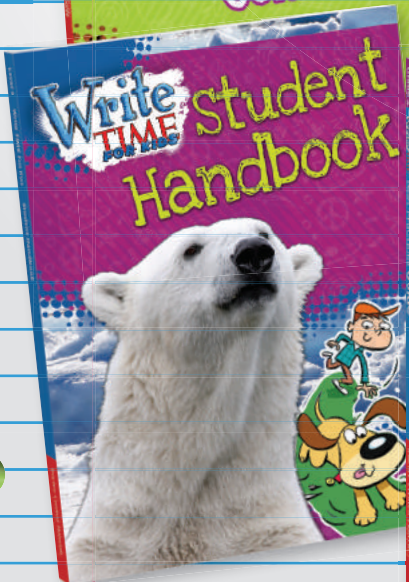
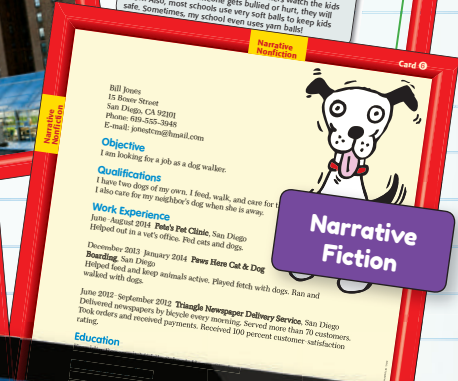
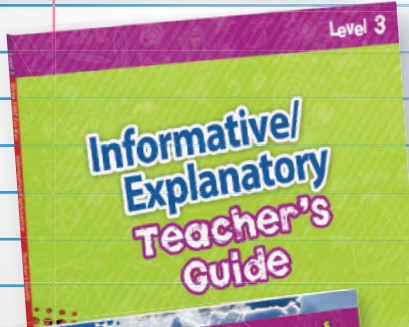
Help students master and enjoy writing with this NEWLY expanded engaging writing series!

- ▶ Share explicit instruction for each stage of the writing process
- ▶ Model and guide students toward **effective independent writing**
- ▶ Prepare students for **today's writing assessments**
- ▶ **Implement easily with flexible pacing plans**
- ▶ Reinforce the reading and writing connection



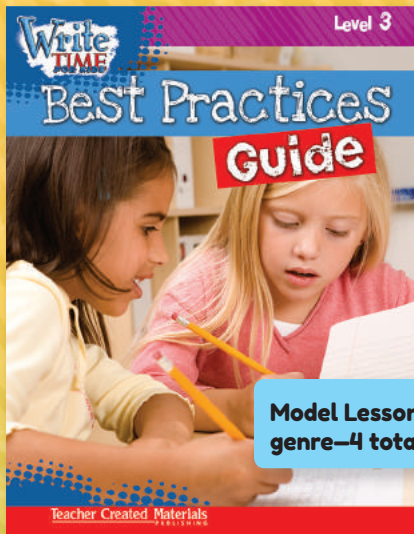
Each kit includes:

- ▶ 32 Mentor Text Cards with content from TIME For Kids® and TIME® (8 for each genre)
- ▶ 4 Teacher's Guides (1 for each genre)
- ▶ Best Practices Guide
- ▶ Technology Platform
- ▶ 25 full-color Student Handbooks (25 per kit; see back to order additional)

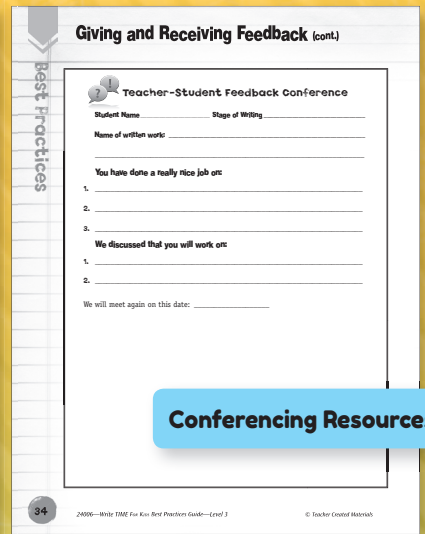


Best Practices Guide

Build teacher capacity and confidence with great planning resources.



Model Lesson for each genre—4 total!

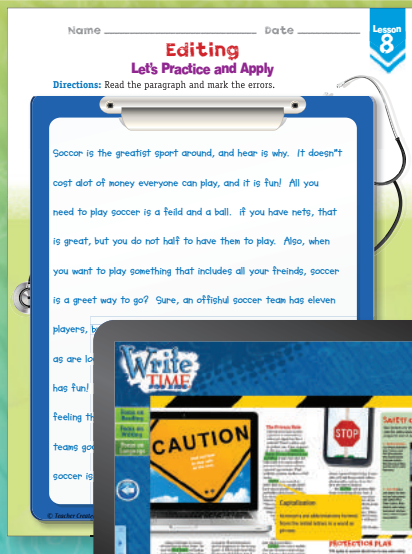


Conferencing Resources

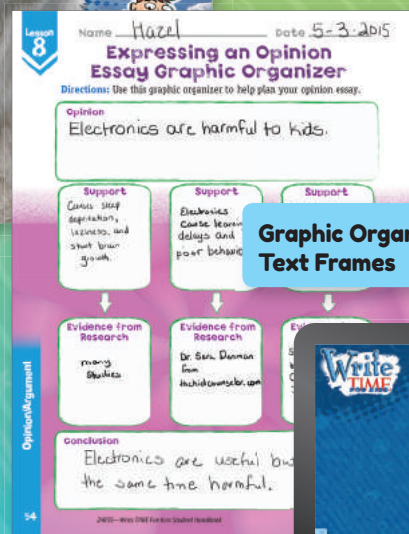
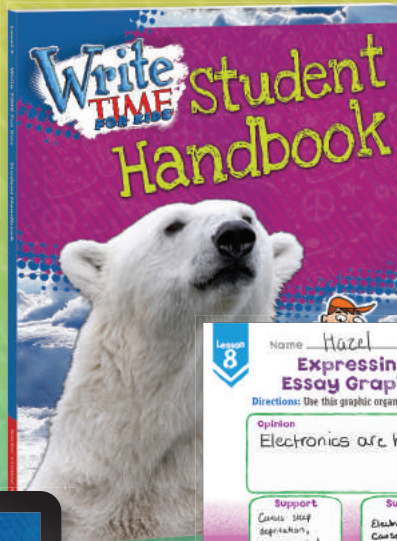
Student Handbook

Language Practice

Build mastery of **grammar, usage, and mechanics** with authentic practice.



Focus On Language Activity

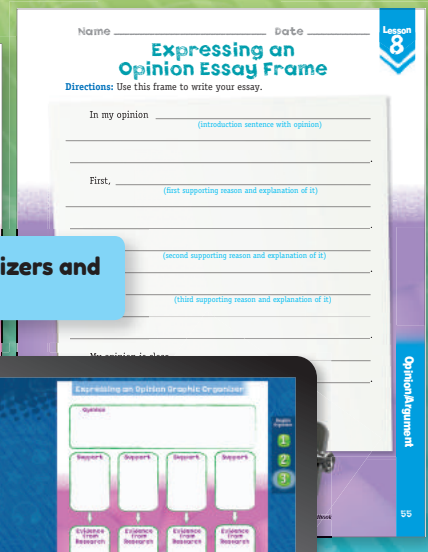


Graphic Organizers and Text Frames

Writing Process

Use the Student Handbook pages to support all elements of the writing process.

- ▶ Prewriting
- ▶ Drafting
- ▶ Revising and Editing
- ▶ Publishing



Scaffolded Graphic Organizers

Technology Platform

At each point in the lesson, suggestions for using the Technology Platform are provided to seamlessly integrate technology.

**Informative/
Explanatory**

**Opinion/
Argument**

**Narrative
Nonfiction**

**Narrative
Fiction**

Teacher's Guide

Each lesson addresses a reading and writing standard and asks an essential question to guide instruction.

Lesson 8

Expressing an Opinion

Objective
To write a well-researched and supported opinion essay.

Overview
Use the lesson on pages 67-76. As a class, you will study Card 8, "Watch Your Step," and determine your own point of view from that of the author of the text. Students will then write an essay that is researched and comprehensive with opinion and strong supports. An editing activity is provided to help students revise their writing.

Essential Question
How do writers craft a well-researched and supported opinion essay?

Standards
Writing: Write opinion pieces on topics or texts, supporting a point of view with reasons.
Reading: Distinguish their own point of view from that of the author or text.
Languages: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (editing).
Speaking and Listening: Engage effectively in a range of collaborative discussions.

Materials
• Opinion/Argument Card 8, "Watch Your Step"

Lesson Overview
For detailed support on how to integrate the Write TIME For Kids Technology Platform, please reference pages 58-59 of the Read Practitioner Guide and the User Guide found on the USB device. Be sure to look for the technology integration icon throughout the lesson.

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Essential Question

Essential Question
How do writers craft a well-researched and supported opinion essay?

with a clear
students' writing

Lesson 1

Writing Rubric

Use this rubric to assess students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Introduction, a 3 for Facts and Evidence, a 2 for the Use of Visuale, and a 3 for Language averages to a 3 overall (12 ÷ 4 = 3).

	4	3	2	1
Introduction	Introduces the topic and provides a clear purpose.	Introduces the topic and alludes to the purpose.	Introduces the topic, but does not provide a purpose.	Attempts to introduce the topic.
Facts and Evidence	Provides several facts and detailed pieces of evidence to illustrate important information.	Provides one fact with a detailed piece of evidence to illustrate important information.	Provides very basic or general facts and evidence.	Attempts to provide facts and/or evidence.
Use of Visuale	Provides several descriptive visuals (illustrations or charts) that help explain the topic.	Provides at least one visual (illustration or chart) that helps explain the topic.	Provides an illustration or chart, but may not be related to the topic.	Attempts to use visuals.
Language (Grammar, Usage, and Mechanics)	Includes correct use of precise meaning with minimal errors.	Includes use of precise meaning with few errors.	Includes use of precise meaning with many errors.	Includes use of precise meaning with many errors.

Assessment

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Lesson 8

Name: Hazel Garber Date: 5-3-2015

Expressing an Opinion Essay Draft

Directions: Write an essay that includes:

- 1. A clearly stated opinion
- 2. Three supports for the opinion
- 3. Evidence from research to support your opinion
- 4. Correct use of editing

Cell phones, tablets, computers, and other electronics were invented to do helpful things. Many studies have shown

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Collaborative Writing

TIME

Electronics Are Harmful to Kids
By Hazel Garber
June 23, 2015 Volume 1 Issue 1

Call phones, tablets, computers, and other electronics were invented to do helpful things. The question however is, do electronics really perform useful things and help better our lives? Many studies have shown that electronics actually can have very harmful effects on people, especially on kids. The studies show that electronics can cause sleep deprivation, laziness, and even stunt our brain growth. Technology proves itself to be more harmful than useful.

Electronics do a very dreadful thing—they keep us from getting enough sleep. Most kids have some kind of electronic in their rooms and it disrupts them of their sleep time. Sometimes, the lack of sleep is so significant that it brings down their grades. Also, if you don't sleep enough, you won't grow, which is important in life. Without sleep, you also won't be healthy.

People can get very lazy from using electronics. They stay home on a computer because they can shop and pay bills on them. These people think that they can just do everything with their electronics instead of going out and buying things personally. This makes them very lazy and they don't get proper exercise, as they stay home all the time. This makes it hard for them to go outside to play and explore.

Brain development: "Stimulation in the developing brain has been connected with attention deficits, cognitive and unregulated behaviors," says Dr. Sara Dorman on CNN by Chelsea Clinton and James P. Steyer state "our kids' brains work." They state that more kids are unable to focus in school and are at risk for depression. This is very serious because everywhere you go, you see young kids watching iPads.

Electronics have changed our lives and are very useful in many ways such as improving our schools and actually helping us learn. However, they can do so many bad things as well. Electronics are found to be very harmful to kids.

TIME FOR KIDS

Electronics Are Harmful to Kids
By Hazel Garber
June 23, 2015 Volume 1 Issue 1

Magazine Template

Write TIME

Directions: Write an essay that includes:

- 1. A clearly stated opinion
- 2. Three supports for the opinion
- 3. Evidence from research to support your opinion
- 4. Correct use of editing

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Writing Task

Write TIME

Directions: Write an essay that includes:

- 1. A clearly stated opinion
- 2. Three supports for the opinion
- 3. Evidence from research to support your opinion
- 4. Correct use of editing

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Writing from Sources Task

Mentor Text Cards

featuring content from **TIME** & **TIME FOR KIDS**

Each level has a variety of text types including:

- blog entries
- how-to's
- biographies
- letters
- stories
- poems
- dramas
- speeches

Secrets in the Soil (Narrative Nonfiction)

Scientists study the soil to uncover mysteries about an ancient civilization.

More than 1,000 years ago, the Maya built a thriving civilization in the jungles of Central America and southern Mexico. They built grand palaces, constructed huge temples, made tall pyramids, and created detailed art.

Tikal was one of the largest Mayan cities. This urban center had as many as 60,000 people and 3,000 buildings. But by the year 900, the Maya had abandoned these cities. Why did they leave? No one knows for sure. Attempting to solve that mystery, and others, is soil scientist Richard Terry. "For each question we are able to answer, there will be more questions," he says.

Mayan Mystery
Since 1997, Terry has been studying the places where the Maya grew crops in northern Guatemala. He and other scientists eventually learned how the Maya lived and fed themselves. How did they learn? By looking at chemicals in the soil.

Terry and his team have been digging into the soil of Tikal. They found evidence that the Maya had great success growing maize, or corn, in lowland areas surrounding swamps. "The soil is deep enough there to provide a good root system. So the soil is less likely to erode," Terry told TRF.

The scientists discovered something else, a clue to unlocking the Maya mystery. What they found was that the Maya also farmed on steeper ground. There, soil was more likely to erode over time. The loss of soil would have made it difficult for the Maya to continue to grow food. This, suggests Terry.

Richard Terry (right) is into the soil to learn about the Maya. But just as his work shows how soil help archaeologists, Terry says that "the still there."

The Maya built great cities like this one, Tikal, in Guatemala.

How Wisdom Spread Through the World (Narrative Fiction)

A long, long time ago, in a faraway land in Africa, there lived a man named Mr. Abutu. He was the wisest man on Earth. That's because Mr. Abutu had all the wisdom in the world. People asked his advice about all kinds of things.

One day, a woman came up to Mr. Abutu. She said, "Last week, you told me how to bake delicious bread. Well, the bread didn't turn out well. Next time, I'll ask someone else for advice."

Mr. Abutu became angry. "You think you can do without my wisdom? We'll see," he said.

Mr. Abutu decided to hide his wisdom from everyone. Minutes later, he started collecting all his wisdom, which he kept under pots, beneath palm leaves, and buried in his yard. Mr. Abutu placed the wisdom in a large jar. "Tomorrow, I'll put the jar in a place no one can ever find," he muttered.

The Wisdom Jar
Mr. Abutu had a young daughter named Kalinda. Secretly, she watched her father gather the wisdom. She wondered what he was going to do with it. The next day, her father hung the jar around his neck, so it bounced against his chest. He walked deep into the forest, with Kalinda following from a distance.

Soon, Mr. Abutu spotted the tallest tree in the forest. "I'll hang the jar from the highest branch and no one will be able to find my wisdom except me."

He started to climb the tree. But the jar, hanging in front of him, made it impossible to climb more than a few feet.

Kalinda yelled out, "Father, hang the jar on your back, not your front. That way, you'll have no trouble climbing the tree."

Mr. Abutu was surprised. He said to his daughter, "I was sure I had all the wisdom of the world. But it wasn't enough to show me how to climb the tree. It was more wisdom than I do."

SCHOOL DRESS CODE (Informative/Explanatory)

Monday, October 7, 2013

From: Principal Waldo Smithers
To: All Teachers and Students

Many teachers have complained to me about the clothing students are wearing. After observing the student body over the last two weeks, I am appropriate for school.

BELOW IS THE STUDENT DRESS CODE FOR OUR SCHOOL.

Wearing shorts is not allowed—no matter what the temperature is fall below the waist.	Boys must wear belts on pants that have belt loops.
Pants must not be so loose that they T-shirts may be worn in warm weather, but they cannot display brand names, or any writing—except the name of our school.	Shirts must be tucked into pants. Ripped jeans are not allowed.
Hair may not be dyed.	Shoes must be safe to wear. Sneaker laces must be tied.
Boys must wear socks at all times.	Hats—including baseball caps—and bandanas cannot be worn in school.
Hoodies and sweatshirts may not be worn on school grounds.	

The new dress code will improve the atmosphere of the school. It will focus on your work and improve your grades. And it will give all of us more pride in our school.

These rules will go into effect November 7.

Goodbye, Bullies! (Opinion/Argument)

Most of the United States have made bullying against the law. But kind behavior begins with you.

There's good news for kids in New Jersey. Bullies can just back off! Their state has a law against this harmful behavior.

The law says bullying is never okay. All public-school workers will be trained how to prevent it. Schools must report any bullying that happens. They will be graded on how well they handle the problem. Almost all states now have anti-bullying laws for schools.

Brenda High started a group called Bully Police USA. It reports on and grades the states' laws. She says New Jersey's law is among the toughest. She gives it her highest mark, an A++.

—By Elizabeth Winchester

Conclusion
The author concludes the article with a call to action.

Concluding Statements
This paragraph is about where, when, and how bullying takes place.

Conclusion
This final section discusses problems.

Analyze Mentor Texts with ready-made callouts found in the Teacher's Guide

Analyze and annotate using the Technology Platform

Write TIME FOR KIDS

Help students master and enjoy writing with this engaging writing series!



Write TIME FOR KIDS®

Title	ISBN	Price	Title	ISBN	Price
Complete Kits			Student Handbooks		
			(Each kit includes 25 copies; additional copies can be ordered.)		
Level K	9781433373282	\$934.99	Level K	9781493820320	\$10.99
Level 1	9781433373299	\$934.99	Level 1	9781493820337	\$10.99
Level 2	9781433373305	\$934.99	Level 2	9781493820344	\$10.99
Level 3	9781433373312	\$934.99	Level 3	9781493820351	\$10.99
Level 4	9781433373329	\$934.99	Level 4	9781493820368	\$10.99
Level 5	9781433373336	\$934.99	Level 5	9781493820375	\$10.99
Write TIME®			Write TIME®		
Level 6 NEW	9781433373343	\$934.99	Level 6 NEW	9781493820382	\$10.99
Level 7 NEW	9781433373350	\$934.99	Level 7 NEW	9781493820399	\$10.99
Level 8 NEW	9781433373367	\$934.99	Level 8 NEW	9781493820405	\$10.99