What makes a good friend?

**Genre**

**Opinion Essay**

An opinion essay is a text that expresses the writer’s perspective about a particular subject using rational, convincing reasons, explanations and examples to support it. The text may have three or more paragraphs. The introduction presents the subject and possibly the writer’s opinion. Each following paragraph develops the writer’s opinion and reasons for it by providing explanations or examples that support it. The conclusion restates the writer’s opinion and summarizes the reasons.

**Format**

**School Newspaper Article**

A school newspaper is composed of articles organized into sections such as feature articles, editorials, school news, sports and upcoming school events. Characteristics of a newspaper article include a headline, byline and pictures. Opinion articles, which may be written by the editor, staff writers or students, follow the same structure and organization as an opinion essay. In this topic, students will research and write an opinion article about friendship.

**Writing Strategy Focus**

**Expressing and Supporting Opinions**

**What is it?** An opinion text expresses the author’s perspective. When authors express opinions, they support or justify them with logical reasons and examples. A **reason** is a justification or explanation of a belief. An **example** is a model that illustrates or describes something. A short narrative can effectively exemplify the writer’s perspective and help create a more engaging, persuasive and relatable text.

**What will students do?** Students will express and support their opinions on a topic by using logical reasoning and examples, such as narratives.

**Why is it important?** An opinion text gives students the opportunity to reflect on and express their feelings and opinions. Being able to justify opinions with logical reasoning and credible ideas helps students cultivate the use of persuasive language.

**How will students build on previous knowledge?** In previous Compass Writing Logs, students gradually improve their abilities to express and then support their opinions. In this topic, students expand on these skills by learning to use a narrative as the basis for a persuasive argument.

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A friendship is a relationship with a person who is not normally part of your family, but you have an important connection with them. You trust them, and you want the best for them. I think true friendship is about love and support.

I recently saw a video that showed a perfect example of true friendship. Two friends, Ace Bourke and John Rendall, bought a lion named Christian from a department store. John and Ace played with Christian, fed him and cared for him, but he was growing bigger and bigger. Ace and John decided Christian should be in his natural environment. They took him to a reserve in Kenya, so he could meet other lions and learn to live in the wild. A year later, John and Ace returned to Kenya, and Christian recognized them!

In my opinion, the story shows that when you have a friend, you do what is best for them. John and Ace made the best decision for Christian. I also believe that a friend never forgets—Christian did not forget John and Ace, and he was happy to see them again.

In summary, I think that friendships are connections that we can make with people and animals. Friendships can take many forms. The friendship between Ace, John and Christian is a perfect example. It shows love and support for a friend.
Lesson 1

**Teaching Resources**
Compass Writing Log 6 page 8
Three large sheets of paper with ideas about friendship:
1. A friend is the first person you want to call when you hear good news.
2. A friend is the person who knows what your favorite food is.
3. A friend is a person who knows everything about you but likes you anyway.

**Reading Strategies**

**Making Predictions**
The strategy of making predictions actively engages students and connects them to the text by asking them what they think it might be about. Effective readers use pictures, titles, text and personal experiences to make predictions before they begin to read. Predicting also involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and revise and verify their predictions.

**Skimming**
Skimming is the ability to quickly read a text for the main ideas. Effective readers can skim a text for information that helps them answer general questions about text content.

**Lead in to the Lesson** (15 min.)
- Form small groups. Display sheets of paper with definitions of friendship on the board. Have students read and discuss the definitions. Tell them to choose the one they prefer and give reasons for it.
- Encourage students to share their opinions with the class.

**Read and Understand the Model Text** (30 min.)

**Reading Strategies**

- Direct students’ attention to the model text on page 8.
- Ask: What’s the title of the text? (A Special Friendship.) Say: Now look at the pictures. What do you think the text is about? Elicit a few ideas.
- Explain that titles and pictures often give readers clues about the topic of a text.
- Write on the board: I think the text is about...
- Tell students to copy the sentence starter in their notebooks and complete the idea with their own predictions about the text.
- Write skimming on the board. Elicit or teach the meaning of the word. (To quickly read a text for the main ideas.)
- Tell students they have two minutes to skim the text and identify the subject and main idea.
- Ask: What is the text about? (The friendship between a young lion and two men.)
- Have students review their predictions. Ask: Were your predictions correct? Explain that making predictions is a reading strategy that helps readers analyze a text. Their predictions serve as a point of comparison to confirm or reject ideas about texts.
- Tell students to read the text again. Have them underline any unfamiliar words.
- Elicit or teach the meanings of the words. Have students add any new words to their vocabulary notebook.
- Write the following questions on the board:
  1. Who are the men?
  2. How do they meet Christian?
  3. What happens?
  4. What’s the problem?
  5. What do they decide to do?
- Form small groups. Have students answer the questions.

**Manage Your Class**
Setting a time limit for the skimming activity ensures students read quickly and stay on task.

**Take the Lesson Further** (10 min.)
- Write on the board: Friendships can take many forms.
- Form small groups. Have students share other examples of interesting or unusual friendships, either real cases, or from books or movies.
- Encourage students to share their ideas with the class.

**Homework Option**
Suggest students investigate more about Christian, the lion, and then share with the class things that they found interesting about the story.
Lesson 2

Lead in to the Lesson (10 min.)

Reading Strategy

• Draw a hand on the board before class. Write characters above the thumb and setting, problem, events and solution above the fingers.
• Explain to students that five-finger retell is a strategy to help them recall and retell a story.
• Hold up your thumb. Ask: Who are the characters in the text? (Two men: Ace and John; a lion: Christian.)
• Form pairs. Have students continue using the five-finger retell strategy to talk about the setting, problem, events and solution.
• Ask: Is there a solution to the problem in the poem? (Yes, Ace and John took Christian to a reserve in Kenya.)

1 Read the text. Circle the correct words to complete the sentences. (10 min.)

• Have students read the sentences and then read the text again.
• Tell students to complete the sentences individually.
• Form pairs. Have students compare and agree on the answers.
• Ask: How do you know the author is a student? (The text was written in a school newspaper.)

Answers: 1. c 2. b 3. a 4. c

2 Read the text again. Match the descriptions with the paragraphs in the text. (10 min.)

• Explain that each paragraph in this text has a purpose.
• Form pairs. Have students refer to the model text and complete the activity.


3 Expressing and Supporting Opinions Look at the text. Answer the questions. (15 min.)

• Have a volunteer read question 1 aloud. Tell students to scan the text (quickly look) for the author’s definition of friendship. (A friendship is a relationship with a person who is not normally part of your family, but you have an important connection with them.)
• Read the Writing Strategy entry aloud. Have students follow along.
• Ask: What words or phrases do you know that express an opinion? (I think, I believe, in my opinion, I like, I don’t like.)

Answers:

• Have students look at the model text and circle the words or phrases the author uses to express her opinions. Tell them to complete item 2. (I think, In my opinion, I also believe.)
• Have students underline the writer’s opinions in paragraphs 1 and 3, and how she supports them. (Opinion: When you have a friend, you do what is best for them. Support: John and Ace made the best decision for Christian. Opinion: A friend never forgets. Support: Christian did not forget John and Ace.)
• Explain that these are two examples of how the author uses the story to support her ideas.

4 Punctuation Follow the instructions. (10 min.)

• Read the Punctuation entry aloud. Have students follow along.
• Have students complete the activity individually.
• When checking answers, tell students to read the compound sentences, then separate them into two simple sentences to exemplify how compound sentences help a text flow.

Know Your Students

Some students may already be proficient at forming compound sentences, but they might do so without understanding the structure. It is important to make them aware of how simple and compound sentences are formed.

Take the Lesson Further (5 min.)

• Form small groups. Have students think about the author’s definition of friendship. Tell students to agree or disagree with the definition and support their opinions with reasons or examples.
1 Read the text. Circle the correct words to complete the sentences.

1 The author of the text is a...
   a doctor   b teacher   c student

2 The text is written for...
   a scientists   b other students   c the class teacher

3 The text is from a...
   a school newsletter   b personal diary   c science magazine

4 The text is about...
   a taking care of pets   b how to make friends   c what friendship is

2 Read the text again. Match the descriptions with the paragraphs in the text.

1 Personal beliefs about friendship
2 A summary of story events
3 A conclusion
4 A definition of friendship

3 Expressing and Supporting Opinions Look at the text. Answer the questions.

1 How does the author define friendship?

2 What words or phrases does the author use to express her opinions?

3 What example supports the author’s opinion about friendship?

4 Punctuation Follow the instructions.

1 Find a compound sentence that uses and. Write it here.

2 Find a compound sentence that uses so. Write it here.
1 Answer the questions.

1 What is the purpose of your text?

2 Who will read it?

3 Where will you publish it?

4 What friendship story could you write about?

2 Think about friendship. Brainstorm and write the words you might use.

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<th>Friendship Situations</th>
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<th>Friendship Actions</th>
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3 Research a story about friendship. Write ideas for your text.

10 Topic 1
Lesson 3

Lead in to the Lesson (15 min.)
- Write FRIENDSHIP vertically on the board.
- Form small groups. Have students brainstorm and write words related to friendship that begin with the letters of the word friendship.
- Have students display their acrostic poems around the classroom.

1 Answer the questions. (10 min.)

Writing Strategy
- Write PIE on the board. Elicit or teach the words in the acronym (persuade, inform and entertain) and their meanings. Explain that writers always have a purpose. Sometimes it is to persuade, sometimes it is to inform and sometimes it is to entertain.
- Have students think about the model text. Ask: What is the purpose of the opinion text? (To inform and possibly to persuade.)
- Tell students they are going to write their own opinion essays. Explain that they must have a clear purpose. Have them reflect on their purposes and answer question 1.
- Have students read questions 2 and 3. Tell them to imagine their opinion essays will be published in the school newspaper. Ask: Who do you think will read it? Have them think about who would read their articles and answer the questions.
- Tell students to answer question 4. Have them leave it blank if they are not sure what they want to write about yet.

2 Think about friendship. Brainstorm and write the words you might use. (15 min.)
- Write the headings from the chart on the board.
- Elicit an example word for each of the headings. Tell students to use information from the model text and their acrostic poems about friendship to help them.
- Form small groups. Have students brainstorm more key words about friendship and write them in their books.

Possible answers:

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<th>Descriptions of Friendship</th>
<th>Friendship Situations</th>
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<tr>
<td>special, unique, happy, forever, simple, fantastic, supportive, reliable, loyal, fun</td>
<td>childhood friends, neighbors, teammates, close friends, old friends, pen pals, pets</td>
<td>trust, love, support, listen, understand, hang out with, defend, cheer up, encourage</td>
</tr>
<tr>
<td>Phrases to Express Opinions</td>
<td>I think, In my opinion, I believe, In my experience, As I see it, I would say that</td>
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3 Research a story about friendship. Write ideas for your text. (15 min.)

Writing Strategy
- Explain that students are going to skim information on websites in order to find a friendship story they want to write about. Ask: When you are looking for information, do you read everything carefully, or do you read quickly to understand the main ideas? (Read quickly for main ideas.)
- Say: After you find an article with good information, you need to take notes. Ask: What information will you write in your notes: complete sentences or the most important words? (The most important words.) What is the most important information you need to look for and take notes about? (General information, relevant events.)
- Have students use their mobile devices or school computers to skim articles on websites. Tell them to write ideas for their texts. Monitor and help as needed.

Know Your Students
Some students may have difficulty with either skimming for main ideas or taking notes. Be prepared to help these students identify the main ideas and take notes on the most important information.

Manage Your Class
Students may inadvertently access unsuitable or inappropriate websites. Monitor their progress closely in order to keep students on task.

Take the Lesson Further (5 min.)
- Direct students’ attention to question 4 in activity 1.
- Have students review their answers if they wrote one earlier in the lesson. Tell them to think about the research they just conducted about friendship, and have them confirm or revise their answers.

Homework Option
Suggest students conduct more extensive research on stories of friends to inform their writing.
Lesson 4

Teaching Resources
Compass Writing Log 6 pages 8, 10 and 11
Construction paper signs: My Definition of Friendship, My Story, My Opinion, Conclusion

Writing Strategy Focus
Expressing and Supporting Opinions

Writing Strategy
Creating Topic Sentences
Topic sentences present the topic and main idea of a paragraph. They are an important signposting technique. Developing this strategy helps students produce well-organized, coherent texts.

Lead in to the Lesson (5 min.)
- Display the construction paper signs in random order on the board.
- Tell students each heading refers to a paragraph in their opinion texts.
- Direct students’ attention to the model text on page 8. Have them scan the text and put the headings on the board in the correct order. (Definition, Story, Opinion, Conclusion.)
- Explan that their opinion texts are going to have the same order and content.

4 Complete the concept map about a special friendship. (30 min.)

Writing Strategy Focus
- Direct students’ attention to the concept map on page 11.
- Form pairs. Have students identify the purpose of each section.
- Elicit answers from the class. (My Definition of Friendship introduces the topic and expresses my opinion about friendship. My Story about a Friendship describes the story that supports my definition of friendship. My Opinion about the Story summarizes the story and elaborates on my opinion. Conclusion restates the definition of friendship and my opinion and brings closure to the text.)
- Have students review their notes from activity 2 on page 10 as well as their acrostic poems.
- Tell them to write their definitions of friendship.
- Point out the section My Story about a Friendship on the concept map. Ask: What information do you put in the conclusion? (A restatement of my definition of friendship and my opinion.)
- Have students complete this section. Monitor and help as needed.

Writing Strategy (20 min.)
- Elicit or teach the meaning and purpose of a topic sentence. (A topic sentence is the first sentence in a paragraph. It presents the main idea for the paragraph.)
- Have students look at the topic sentences in the model text on page 8.
- Ask: What is the topic sentence in paragraph A? (The author’s definition of friendship.)
- Tell students to write the topic sentence for their introductions in their notebooks. Monitor and help as needed.
- Have students look at paragraph B. Ask: How does the author introduce her story about friendship? (By saying she saw a “perfect” example of friendship.) Is it perfect? (In the author’s opinion, yes.) Explain that this topic sentence has two purposes: to introduce the story about friendship and to express her opinion about the story.
- Have students write the topic sentence for their second paragraphs in their notebooks.
- Read the topic sentence for paragraph C aloud. Have students follow along.
- Ask: What does the author include in her topic sentence for this paragraph? (Her opinion that gives reasons why the story demonstrates friendship.)
- Tell students to think about their stories and write a topic sentence for this section. Remind them to use a phrase that expresses their opinions.
- Have students look at the last paragraph. Ask: How does Leslie start the topic sentence in her conclusion? (With an introductory phrase: in summary.) Elicit a few introductory phrases for conclusions.
- Have students use the information in their concept maps to help them write the topic sentence for their conclusions. Monitor and help as needed.

Take the Lesson Further (5 min.)
- Form small groups.
- Have students read their definitions of friendship. Encourage students to give each other advice if they can think of ways to improve the definitions.
4 Complete the concept map about a special friendship.

A Special Friendship

My Definition of Friendship

My Story about a Friendship

My Opinion about the Story

Conclusion
My Classmate’s Checklist

2 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No.

1. There is a clear definition of friendship.
   Yes ☐ No ☐

2. There is a short summary of a story about friendship.
   Yes ☐ No ☐

3. The writer expresses and supports his or her opinions.
   Yes ☐ No ☐

4. There is a short and relevant conclusion.
   Yes ☐ No ☐

1 Write your text.
Lesson 5

Teaching Resources
Compass Writing Log 6 pages 8, 11 and 12
Students’ topic sentences

Writing Strategy Focus
Expressing and Supporting Opinions

Writing Strategy
Writing a Conclusion
A conclusion is the last paragraph in a text. It focuses the reader’s attention back to the topic of the text and leaves the reader with a sense of closure.

Lead in to the Lesson (10 min.)
• Write setting, characters and events on the board.
• Ask: What paragraph in your opinion texts will have information about setting, characters and events? (The second paragraph: the story that supports our definitions of friendship.)
• Form pairs. Have students retell the stories they are using that support their definitions of friendship. Remind them to include information about setting, characters and events.
• Tell the listeners to ask questions if they do not understand something. This could help the storytellers when it is time to write their texts.

Writing Strategy (10 min.)
• Ask: What is the purpose of the conclusion? (To restate the definition and writer’s opinion. To clarify what the writer wants the reader to learn.)
• Have a student read the conclusion of the model text on page 8 aloud. Ask: Is this an effective conclusion? Why? (Yes, because it restates the definition and reiterates why the story supports the definition and the writer’s opinion.)
• Tell students to review their notes for their conclusions on page 11. Tell them to make changes if necessary.

1 Write your text. (25 min.)
Writing Strategy Focus
• Elicit the structure for their texts. (It has four paragraphs: introduction/definition, story, opinion and conclusion.) Ask: What does each paragraph have? (A topic sentence.)
• Have students review their concept maps on page 11 and their topic sentences. Tell them to use the information to write the first draft of their texts on page 12. Monitor and help as needed.

2 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)
• Form pairs. Have students exchange books. Tell them to read the texts and complete the checklist.
• Tell students to return the books to their classmates.
• Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the texts, if any, that require corrections.

Take the Lesson Further (5 min.)
• Write I like... on the board.
• Tell students to look at their first drafts, decide what they like best about them and complete the sentence.
• Have them exchange ideas with their classmates.
Lesson 6

Teaching Resources
Compass Writing Log 6 pages 8, 9, 12 and 13
Colored pencils

Writing Strategies

Editing
Editing is a critical thinking strategy that is essential to the draft-writing process. When editing, students identify and correct capitalization and punctuation, spelling and content in their texts.

Using Commas after Introductory Phrases
When a sentence begins with an introductory phrase, a comma follows it.

Lead In to the Lesson (25 min.)

Writing Strategies

• Elicit the meaning of editing. (Checking their texts for mistakes in capitalization, punctuation, spelling, grammar and content.)
• Elicit the number of paragraphs students’ texts should have. (Four.) Ask: What is the purpose of each paragraph? Write the answers on the board. (1. To introduce the topic and present a definition of friendship. 2. To retell a story that supports the definition of friendship. 3. To express an opinion and provide more supporting details. 4. To restate the definition of friendship and the writer’s opinion about it.)
• Have students read their texts. Tell them to confirm that there are four paragraphs and that the information in each paragraph reflects its purpose. Tell students to mark any parts that need to be revised. They can make notes in the margins about the changes.
• Elicit the rules for punctuation from page 9.
• Ask: What should a compound sentence have? (A comma and a linking word.)
• Direct students’ attention to the conclusion in the model text. Ask: What phrase does the author use to start her conclusion? (In summary.) What follows the word summary? (A comma.) Remind students to check their conclusions for a comma after the introductory phrase.
• Hand out colored pencils.
• Have students check the first draft of their texts for mistakes. Tell them to circle any mistakes they find. Monitor and help as needed.

3 Rewrite your text. (20 min.)

• Have students rewrite their texts on page 13, incorporating all the changes marked on their first drafts. Monitor and help as needed.

4 Exchange books with a classmate. Read the sentences. Mark (✓) Yes or No. (10 min.)

• Form pairs. Have students exchange books. Tell them to read the texts and complete the checklist.
• Tell students to return the books to their classmates.
• Have students read the checklist and circle the items their classmates marked No. Tell them to circle the sections of the texts, if any, that require corrections.

Take the Lesson Further (5 min.)

• Form pairs. Have students look at the corrections marked on their first and second drafts.
• Ask: Where are most of your mistakes: in capitalization, punctuation, spelling, grammar or content? Elicit answers.
• Remind students that it is normal to make mistakes and that they learn by correcting them.
3 Rewrite your text.

My Classmate’s Checklist

4 Exchange books with a classmate. Read the sentences. Mark (√) Yes or No.

1 There is a clear definition of friendship. Yes ☐ No ☐

2 There is a short summary of a story about friendship. Yes ☐ No ☐

3 The writer expresses and supports his or her opinions. Yes ☐ No ☐

4 There is a short and relevant conclusion. Yes ☐ No ☐

5 There are compound sentences. Yes ☐ No ☐

6 Linking words and commas are used correctly. Yes ☐ No ☐
Lesson 7

Teaching Resources
Compass Writing Log 6 pages 8, 13-15
Colored pencils

Writing Strategies
Editing
Illustrating for Meaning
Illustrations can aid comprehension by providing a visual representation of a place, character or event. This strategy enhances meaning and facilitates understanding.

Art Connection
Listening to a text, visualizing it and then drawing the mental images is a way to create a multisensory connection to the text. It serves to further engage students and make the text more memorable.

Lead in to the Lesson (10 min.)
Writing Strategy
• Elicit the types of mistakes students found when editing their first drafts. (Mistakes in capitalization, punctuation, spelling, grammar and content.)
• Hand out colored pencils.
• Have students work individually to review the changes and suggestions on their second drafts. Tell them to mark anything they need to correct. Monitor and help as needed.

Write a Final Version (20 min.)
• Have students write their final versions on page 15, incorporating the changes they marked on their second drafts.
• Remind them to include attention-getting titles for their texts.
• Form pairs. Have students work together to check for errors and make final corrections.

Writing Strategy (25 min.)
Art Connection
• Point out the pictures in the model text on page 8. Ask: What do the pictures tell you? (They give us clues about the text.)
• Remind students that pictures can help writers provide visual details that then help readers understand the text better.
• Form pairs. Have students take turns reading their texts to each other. Tell listeners to close their eyes as they listen and then tell their classmates what they envisioned when they listened to the text.
• Tell students they have twenty minutes to illustrate their texts. Monitor and help as needed.

Take the Lesson Further (5 min.)
Read the sentences. Mark (✓) Yes or No.
• Tell students to read the final version of their texts.
• Have them complete the checklist on page 15.
Lesson 8

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<td>Pausing for Meaning</td>
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<td><em>Note cards (1 per student)</em></td>
<td>Proficient readers pause while reading a text to enhance comprehension. This strategy also applies to reading aloud. However, in this context, the reader pauses to improve the listeners’ understanding of a text or to maintain their interest in it.</td>
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### Lead in to the Lesson (5 min.)
- Tell students they will present their texts to the class.
- Elicit what students should do when giving their presentations. *Answers will vary, but you should guide them to reading clearly and using their voices to match the meaning of their texts.* Write their ideas on the board.

### Reading Strategy (15 min.)
- Direct students’ attention to the model text. Tell students you are going to read it aloud. Have them pay attention to where you pause. *(Note: Pause briefly at the end of each sentence.)*
- Read the model text aloud. Have students listen and follow along in their books.
- Elicit the places you paused in the text. Ask: *Why do you think I paused in those places? (To help listeners understand better.)*
- Form pairs. Have students take turns quietly practicing giving their presentations.

### Presenting (30 min.)

#### Writing Strategy
- Elicit characteristics of good listeners. *(They are quiet, and they listen carefully.)*
- Tell students that during presentations the audience should listen carefully and take notes about the definitions of friendship, opinions and supporting stories and examples from the presentations.
- Have students present their articles. Encourage them to show their drawings. At the end of each presentation, elicit the definition, opinion and supporting information the presenter mentioned. Have students refer to their notes.

### Manage Your Class
If you have a large class, you can divide it into two or three smaller groups so that you can have simultaneous presentations. Be sure to establish the order in which the students of each group will present before they start so as not to waste time between presentations.

### Reflection (10 min.)
- Hand out note cards.
- Form pairs. Tell students to write a positive comment about their classmate’s presentation.
- Have students exchange the cards and paste the comment cards in their books or notebooks.
# Writing Rubric

## Topic 1: What makes a good friend?

<table>
<thead>
<tr>
<th>Content / Information</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly describes a story representing friendship.</td>
<td>Somewhat clearly describes a story representing friendship.</td>
<td>Does not describe a story representing friendship.</td>
<td></td>
</tr>
<tr>
<td>Effectively expresses and supports an opinion.</td>
<td>Adequately expresses and supports an opinion.</td>
<td>Does not express and support an opinion.</td>
<td></td>
</tr>
<tr>
<td>Illustrations effectively portray information from the text.</td>
<td>Illustrations adequately portray information from the text.</td>
<td>Illustrations do not portray information from the text.</td>
<td></td>
</tr>
</tbody>
</table>

### Organization

<table>
<thead>
<tr>
<th>Topic sentences clearly present paragraph content.</th>
<th>Adequately and somewhat logically organizes content into four paragraphs: introduction, story, opinion and conclusion.</th>
<th>Does not organize content into four paragraphs: introduction, story, opinion and conclusion.</th>
</tr>
</thead>
</table>

### Expression

**vocabulary**

<table>
<thead>
<tr>
<th>Consistently uses above- and at-level vocabulary and phrases to express opinions.</th>
<th>Somewhat consistently uses at-level vocabulary and phrases to express opinions.</th>
<th>Does not use at-level vocabulary and phrases to express opinions.</th>
</tr>
</thead>
</table>

**Conventions**

<table>
<thead>
<tr>
<th>Consistently and accurately uses simple, complete sentences.</th>
<th>Somewhat consistently and accurately uses simple, complete sentences.</th>
<th>Does not use simple, complete sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently spells above- or at-level vocabulary correctly.</td>
<td>Somewhat consistently spells at-level vocabulary correctly.</td>
<td>Does not spell at-level vocabulary correctly.</td>
</tr>
<tr>
<td>Consistently and accurately uses capital letters.</td>
<td>Somewhat consistently and accurately uses capital letters.</td>
<td>Does not use capital letters correctly.</td>
</tr>
<tr>
<td>Consistently and accurately uses commas after introductory phrases and end punctuation.</td>
<td>Somewhat consistently and accurately uses commas after introductory phrases and end punctuation.</td>
<td>Does not use commas after introductory phrases or end punctuation correctly.</td>
</tr>
</tbody>
</table>