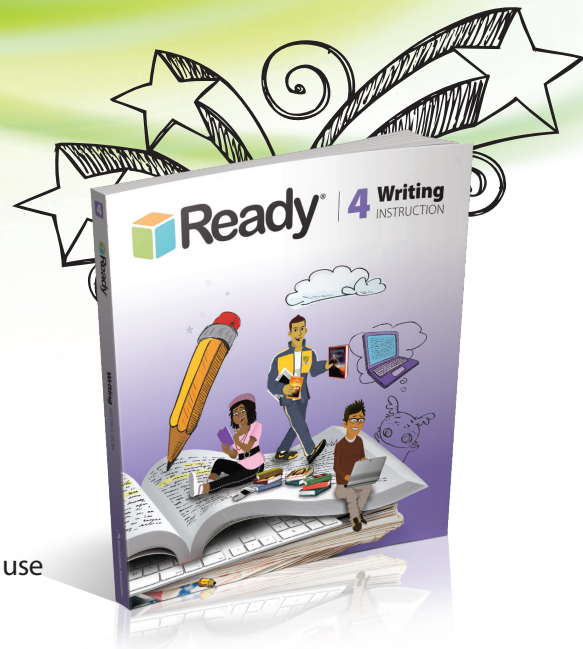


# Ready® | Writing

## Teach students to become confident, competent writers and thinkers—Grades 2–5

Built from scratch to meet the increased expectations of Common Core, *Ready Writing* makes writing from sources the center of learning in all writing types—opinion, informative/explanatory, and narrative. By interweaving all writing standards with grade-level science and social studies themes, students learn to use writing as a tool for thinking and clearly communicating their knowledge.

- **Explicit, systematic instruction in informative/explanatory, opinion, and narrative writing** helps students build a strong arsenal of strategies for planning, drafting, revising, and editing text.
- **A research-based, scaffolded instructional model** is used to teach writing step-by-step—just like the *Ready Reading/ELA* program.
- **Writing assignments teach students to analyze** and write about complex informational and literary texts.
- **Lessons provide diverse, high-quality source materials**, including authentic text and a variety of content.



**Lesson 2 Writing to Inform: Article**

**Step 2 Unpack Your Assignment**

Before you begin writing, you should read your assignment carefully and plan your work. As you have learned, an important part of planning is to identify your **task**, **audience**, and **purpose** for writing.

When you are writing informational text, it is important to think about what your audience already knows about the topic and what they might want to learn. This will help you decide what information to include.

**Modeled Instruction**

Kelley Kane, who wrote "Pizza: Past to Present" on pages 32–33, was given the assignment below. She read it carefully and marked up some important details. **Read Kelley's assignment below. Then read the points in her Think Aloud, which tell how she identified her task, audience, and purpose.**

**KELLEY'S Assignment**

A local magazine is planning an issue about restaurants in the city. Its editors have asked each restaurant to submit an article about the history of the food it serves. You will write the article for our restaurant, Pizza Parlor, about the history of pizza.

**In your article:**

- Tell where pizza was first made. **K-1**
- Explain how pizza has changed over the years. **K-2**
- Tell about how pizza became so popular. **K-3**

Please use at least two reliable sources to support the information in your article.

**Think Aloud**

- **Audience** The words *local magazine* tell me my readers are people who live in this city. Also, people who buy a special issue about restaurants are probably very interested in local restaurants and the food they serve.
- **Purpose** My purpose is to inform my readers about the history of pizza. Since they are interested in food, they may already know some basics about pizza. I'll research to find some interesting, little-known facts.
- **Task** My task is to write an article. Each of these bullet points tells me a key idea I need to cover in the article. Knowing this will help me plan my research. I'll look for information to support these three ideas.

**Sharing Information**

Jane has just returned from a family trip to China. Her friends have a thousand questions about the language, the customs, and the food. Jane proudly tells them she tried an unusual dish called bird's nest soup. "Bird's nest soup?" her friends ask. "What in the world is that?"

Jane realizes this is a topic very few of her classmates know about. She shares her experience and knowledge with everyone. She does some research and writes an article about bird's nest soup for the school's newsletter. The tablet below shows part of her article.

By writing an informational article, Jane is teaching her readers about something they never knew. She includes facts and details to bring life to her article. After reading her article, are you tempted to eat bird's nest soup?

Bird's nest soup is considered a delicacy in some Asian cultures. It is made from the nests of small, cave-dwelling birds called swiftlets. The nests are formed from the birds' own saliva, which then dries and hardens. Chefs soak the nests overnight, and then stew them with chicken stock and a little corn starch. . . .

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To download a sample, visit [ReadyCommonCore.com/Writing](http://ReadyCommonCore.com/Writing)

# Ready® Writing + Ready® Reading

## The flexibility of *Ready Writing* makes it easy to use with your *Ready Reading* program!

When used together, *Ready Reading* and *Ready Writing* provide explicit instruction with a focus on writing about reading in content area themes. Designed to support instruction for the entire ELA block, these programs cover the following ELA Standards: **Reading** Informational Text, **Reading** Literature, **Writing**, and **Language**.



**Ready Writing** Table of Contents

**Writing to Analyze Literature: Essay** . . . . . 60

**Theme** Tales of Bravery

**Assignment** Write an essay in which Sir Ivaine is more brave or reckless.

• **Source** from “Sir Ivaine” *Story from the Arthurian Legends*

**1**

**Sequencing:** Writing lessons are intentionally sequenced to follow the themes and/or skills of *Ready Reading* lessons.

**Ready Reading** Table of Contents

**UNIT 2** Key Ideas and Details in Literature . . . . . 104

**Lesson**

7 Describing Characters in Plays . . . . . 106 **RL.4.3, RL.4.1, W.4.9a, SL.4.1, L.4.4, L.4.6**

8 Describing Settings and Events in Stories . . . . . 120 **RL.4.3, RL.4.1, W.4.9a, SL.4.1, L.4.4, L.4.6**

9 Determining the Theme of a Story . . . . . 134 **RL.4.2, RL.4.1, W.4.9a, SL.4.1, L.4.4, L.4.6**

10 Determining the Theme of a Poem . . . . . 148 **RL.4.2, RL.4.1, W.4.9a, SL.4.1, L.4.4, L.4.6**

**2**

**Shared source texts:** Many *Ready Reading* and *Ready Writing* lessons share the same source texts. In the reading program, these texts provide opportunities for applying reading standards, while in *Ready Writing* they are the source of text-based evidence.

**Ready Writing**

from

**Why Salt? Valuable Little Cubes**

by Leigh Anderson and David Chandler

1 Today, salt is given out freely in restaurants. We can buy it cheaply at any grocery store. But it hasn't always been so easy to get salt. This tiny crystal cube has played a much more important role in history.

**Ready Reading**

**Why Salt? Valuable Little Cubes**

by Leigh Anderson and David Chandler, *Appleseeds*

**WORDS TO KNOW**  
As you read, look inside, around, and beyond these words to figure out what they mean.

- role
- regulated
- access

1 Today, salt is given out freely in shakers and packets at our favorite restaurants. We can buy it cheaply at any grocery store. But it hasn't always been so easy to get salt. This tiny crystal cube has played a much more important role in history.

**Ready Writing**

1 List three details that tell why the United States should continue to spend money exploring Mars. After each detail, write the number of the source it came from.

**HINT** How can you benefit from this text?

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

Detail: \_\_\_\_\_

**3**

**Shared themes:** Content themes found in *Ready Reading* lessons are carried into the writing lessons that follow, so students deepen their knowledge as they read, reread, and write.

**Ready Reading**

4 In paragraphs 6 and 7, the author explains more about exploring Mars. What reasons and evidence are provided to support the author's point? Complete the chart by drawing Xs in the boxes. Identify which statement describes a reason and which describe evidence that supports the reason.

Statement	Reason	Evidence
Mars rovers may turn up new energy sources to use on Earth.		
<i>Curiosity</i> and other rovers have worked much longer than expected.		
The rover missions provide additional benefits.		

