

GUIDE TO EYE LEVEL ENGLISH

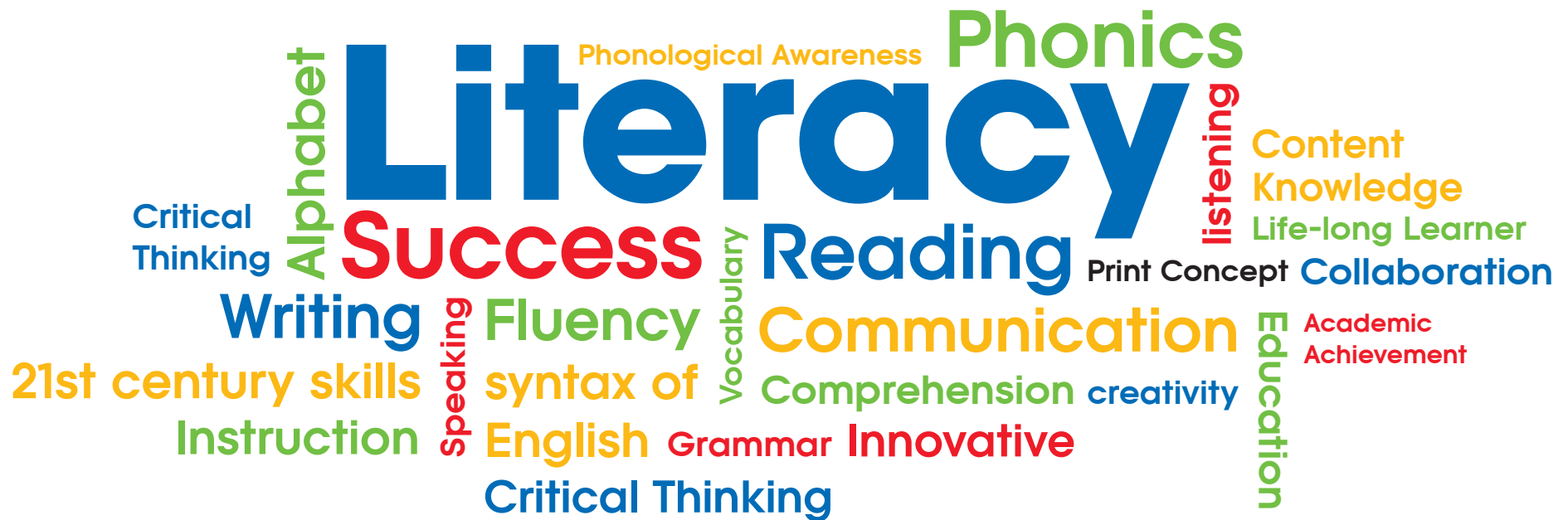
ENGLISH

OVERVIEW

EYE LEVEL ENGLISH

What is Literacy?

Literacy is the ability to read, write, speak and listen in a way that allows you to communicate effectively.



Eye Level English is a **‘Comprehensive Literacy Program’** that helps learners develop effective communication skills and strong content knowledge by enhancing literacy skills.

“Today a reader, tomorrow a leader.”

- Margaret Fuller

“Literacy is the most basic currency of the knowledge economy.”

- Barack Obama

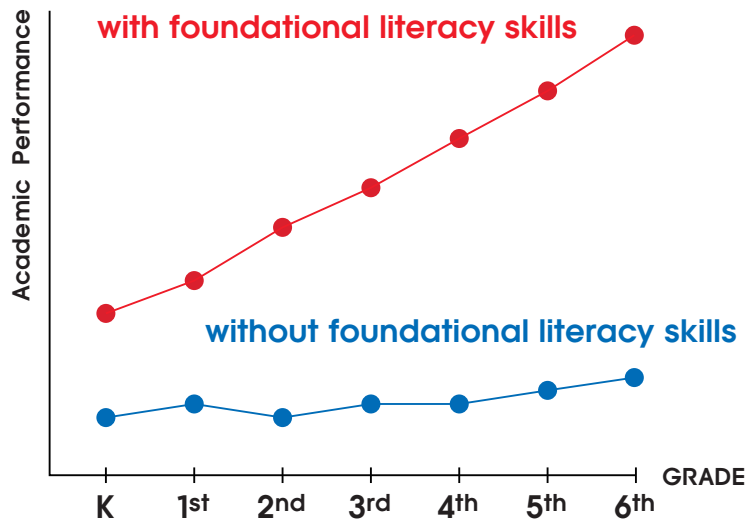
“Literacy is much more than educational priority - it is the ultimate investment in the future.”

- UNESCO Director-General, Irina Bokova

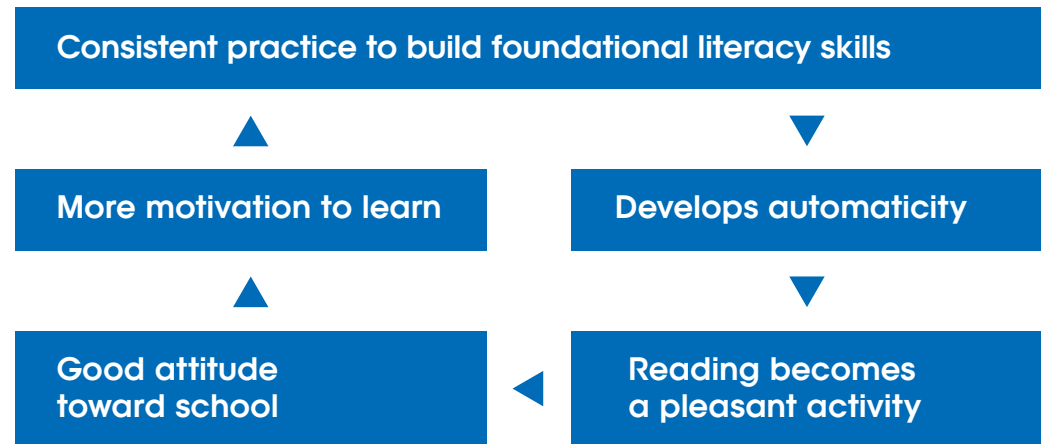
Most successful people have a high level of Literacy Quotient.

What is Literacy Quotient?

Literacy Quotient is an ability to use texts and demonstrate their knowledge fluently so they can communicate their ideas and emotions to others to achieve their goals.



Matthew Effects in Reading



Why foundational literacy skills?

Building foundation skills of literacy is the key factor to academic success

- 1. Provides Systematically Designed Curriculum**
- 2. Meets Various Academic Requirements**
- 3. Builds Content Knowledge through Extensive Reading**
- 4. Engages Learners with On-Off Blended Learning Materials**

Learners are able to build systematic literacy skills through Eye Level English and achieve academic success in schools.

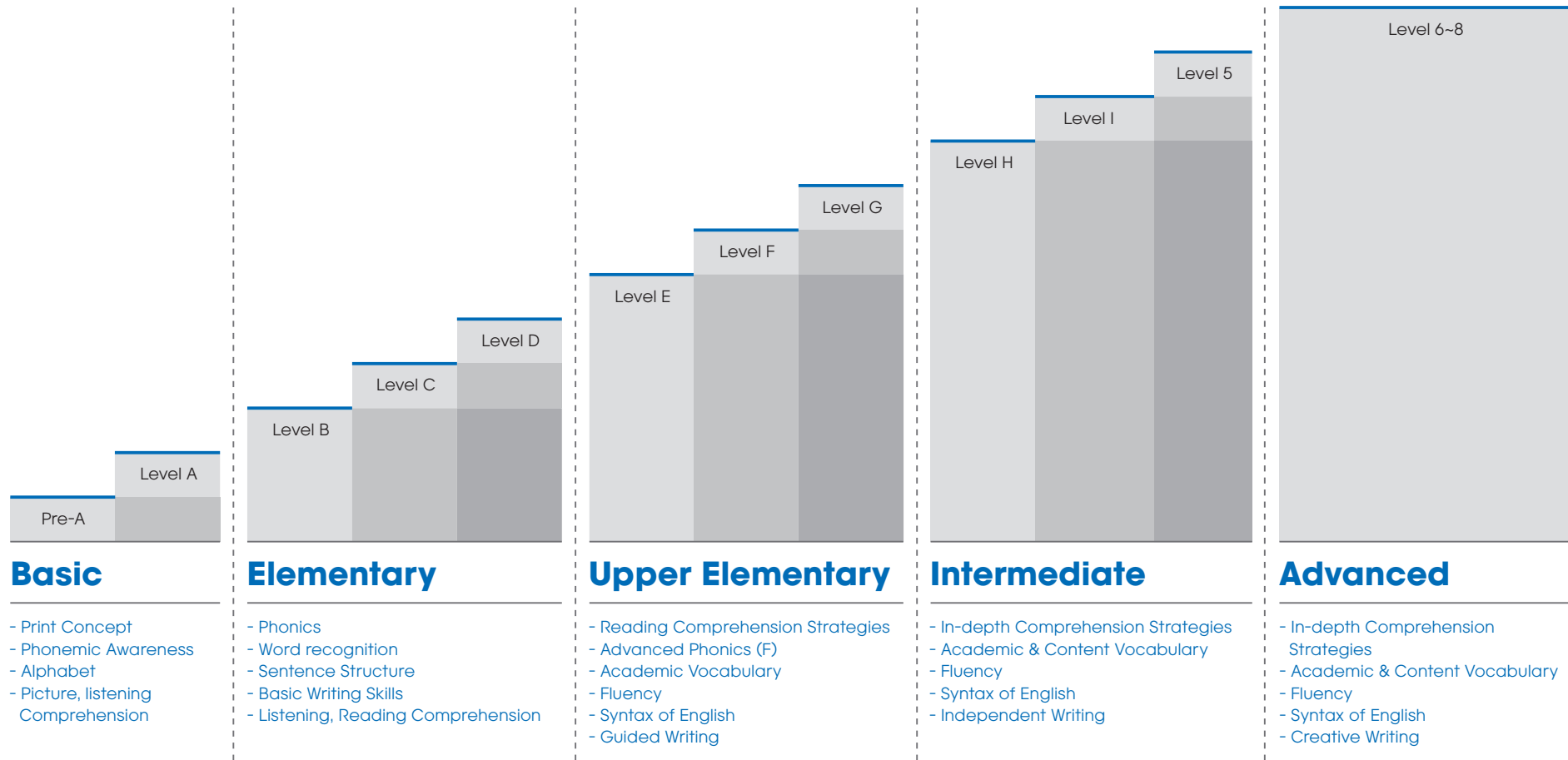
CHARACTERISTICS

EYE LEVEL ENGLISH

1. Provides Systematically Designed Curriculum

Guide learners to build strong foundational literacy skills

Phonemic Awareness | Phonics | Vocabulary | Fluency | Comprehension | Grammar/Writing



CHARACTERISTICS

EYE LEVEL ENGLISH

1. Provides Systematically Designed Curriculum

Pre-A	Level A	Level B	Level C	Level D	Level E	Level F	Level G	Level H	Level I	Level 5	Level 6~8
Basic		Elementary			Upper Elementary			Intermediate			Advanced
<ul style="list-style-type: none">- Develop fundamental concepts and become familiar with pre-literacy skills- Master all letters in the alphabet- Name the letters of the alphabet		<ul style="list-style-type: none">- Apply phonics knowledge and skills as the route to decode words- Understand both the books they can already read accurately and fluently and those they listen to- Apply simple spelling and grammar rules- Write simple sentences			<ul style="list-style-type: none">- Continue to apply phonic knowledge and skills in reading- Read books to build up fluency and confidence- Explain and discuss their understanding of texts and other material- Write from simple sentences and make simple additions, revision and corrections to their own writing- Use and understand the basic grammatical terminology			<ul style="list-style-type: none">- Apply their growing knowledge of word studies (prefixes, suffixes etc..)- Understand what they read, in books they can read independently- Develop knowledge and skills in reading nonfiction about a wide range of subjects- Write their ideas with a reasonable degree of accuracy and with good sentence punctuation.- Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes			<ul style="list-style-type: none">- Read and understand increasingly challenging material independently- Consolidate and build on their knowledge of grammar and vocabulary- Appreciate our rich and varied literacy heritage- Write accurately, fluently, effectively adapting their writing for a wide range of purposes and audiences- Are competent in the arts of speaking and listening, making format presentations, demonstrating to others participating in debate

CHARACTERISTICS

EYE LEVEL ENGLISH

1. Provides Systematically Designed Curriculum

Phonemic Awareness and Phonics Development

Phonics progression scaffolds from the smallest unit to the larger unit.

Phonics

The H Sound

The letter H stands for the sound /h/. Look at the picture below. First, say the letter H. Next, say the name of the picture. Finally, say the sound /h/.

Hh /h/

Words are written from left to right. Slide your finger along the word from left to right as you say the word.

horse

Let's practice with more words that begin with the h sound. Say the letter H, the word, and the h sound. Then trace the letter h on the lines below.

- H /h/ hen
- H /h/ hill
- H /h/ hand

Letter-Sound Correspondence Beginning Consonant: H Sound

Introduction of Skill

Phonics

Say the name of the picture below. Then draw a circle around the pictures in the boxes with names that have the same beginning sound.

Phonemic Awareness Beginning Consonant: H Sound

▶ Sound

Phonics

Say the name of each picture. Draw a circle around the letter that stands for the sound you hear at the beginning of the picture name.

- s h t t h a
- m a h a m h

Letter-Sound Correspondence Beginning Consonant: H Sound

▶ Letter

Phonics

Say the name of each picture. Draw a circle around the letter that stands for the beginning sound that you hear. Then write the letter that completes the word.

- h m s h
 at en
- k h f h
 and orse

LEVEL B 5 Letter-Sound Correspondence

▶ Word

Comprehension

Listen to the story. Then listen to the question and answer choices. Draw a circle around the correct answer.

Henry Horse

knock knock
Knock
Who is there?
The horse.

1 What do Henry and his friends like to eat?
a. hay
b. carrots
c. apples

A House

A house can have many rooms. People sit in the living room. They wash up in their bathroom. They cook and eat in the kitchen. But many people love bedrooms the best. That is where they sleep!

1 In which room do people sleep?
a. dining room b. bathroom c. bedroom

Comprehension International Test

▶ Sentence & Story

CHARACTERISTICS

1. Provides Systematically Designed Curriculum

EYE LEVEL ENGLISH

Vocabulary Development

Include more advanced words and activities in each booklet as the levels progress

Level C

Vocabulary  / 4


 Say the name of each picture. Draw a line from the picture on the left to the picture on the right that fits best with it. (1 pt. each)


1 	•	
2 	•	
3 	•	
4 	•	
		

Booklets 1-5: Review Vocabulary Words Review | 19

- Match words to picture with a distractor word


Level D

Vocabulary  / 5

 Choose a word from the word box to complete each sentence. Then write it on the lines. (1 pt. each)

Word box: frost listen circus slice crayon


- Kip will use a yellow _____ to make a sun.
- I put on my hat when I see ice and _____.
- I _____ to my mom.
- You will have a lot of fun at the _____!
- Dad may give us a _____ of cake.








Booklets 7-11: Review Vocabulary Words Review | 17


- Write words to complete the sentence

Level E

Vocabulary 

 Look at the pictures and words below. Read the meaning of each word.

	n. a dark circle in the center of the eye		n. a tool for taking pictures
	n. clear, curved parts that let in light		n. the round part of the eye that lets us see


 Read each sentence. Draw a circle around the word that means the same as the underlined words.


- My dark circle in the center of the eye is small when the sun shines.
eyeball pupil
- He uses a tool for taking pictures for his job at the paper.
lenses camera
- Our eyes have clear, curved parts that let in light that help us see.
pictures lenses
- We blink to keep our round part of the eye that lets us see safe.
eyeball camera

12 | LEVEL E 28 Vocabulary Definitions


- Match the words to definition
- Word, picture, parts of speech definition

Level H

Vocabulary 

 Study the words below and their definitions.

danger n. the possibility of being hurt or killed
lumber n. wooden boards that have been cut for use
protest n. a public show of disapproval
activist n. a person who fights strongly for an important issue
peril n. serious and immediate danger
prevent v. to stop something from happening

 Complete the sentences below using the correct words from above.

- When our school tried to close the library, the students held a _____ against it.
- The truck is carrying _____ that will be used to build houses.
- My older brother loves the ocean and is an _____ for cleaner beaches.
- Suddenly, a storm hit, and the boat crew was in great _____.
- Mom put up a fence to _____ our new puppy from running away.
- To avoid _____, you should always follow safety rules.

Vocabulary Definitions | 11

- Complete sentences and paragraphs using the words
- Words tied to comprehension

CHARACTERISTICS

EYE LEVEL ENGLISH

1. Provides Systematically Designed Curriculum

Comprehension Development

Develop grade appropriate comprehension strategies


Level B

Comprehension

Listen to the article. Then listen to the question and answer choices. Draw a circle around the correct answer.

A House

A house can have many rooms. People sit in the living room. They wash up in their bathroom. They cook and eat in the kitchen. But many people love bedrooms the best. That is where they sleep!



In which room do people sleep?
a. dining room b. bathroom c. bedroom

Comprehension Informational Text

- Listening comprehension
- Essential comprehension strategies

Level D

Comprehension


7/3

Story Elements: Main Character


A character feels a certain way based on what is happening in the story.

Look at the pictures and listen to the sentences. Then draw a circle around the correct answers for the questions below. (1 pt. each)

Picture 1
Fran's new kitten has just met the family dog.



Picture 2
Fran's kitten is now friends with the family dog.



1 How does Fran's new kitten feel in picture one?
a. happy b. sad c. afraid

2 How does Fran's new kitten feel in picture two?
a. happy b. sad c. afraid

3 Why do the kitten's feelings change in the second picture?
a. Fran makes the dog go away.
b. The kitten makes friends with the dog.
c. Fran and the kitten don't see the dog.

20 | LEVEL D 12 Booklets 7-11: Review

- Picture and sentence-based comprehension
- Essential comprehension strategies


Level F

Comprehension

Read the passage. Then complete the questions about sequence using words and clues from the passage.

For Big Sister

Just to be funny, I wanted to frighten my big sister. First, I dug into my toy box and found a big rubber spider. Next, I tied a piece of string to the back of it. Then I got some tape and went to my sister's room. I taped one end of the string to the ceiling. Next, I put the spider on the top edge of her door. I left the door open just a crack and waited. When my big sister went into her room, she screamed. Even Mom came running. I got her!



1. What did the person speaking want to do?
The speaker wanted to _____ his big sister.

2. Did the writer put the spider on top of the door before or after taping the string to the ceiling?
The writer put the spider on top of the door _____ taping the string to the ceiling.

3. When did Mom come running?
Mom came running _____ the writer's sister _____.

Comprehension Sequence of Events | 13

- Longer passages
- Both narrative and information text

Level H

Comprehension

Context Clues

Context clues are familiar words and phrases that help you figure out the meaning of a new word when you are reading. Sometimes, there is more than one clue to help you. Some context clues to watch for are:

- words you know
- words that have the same meaning or an opposite meaning
- examples and definitions
- explanations in the sentence or before and after the sentence

Reread the passage on the previous page. Then circle the answer to each question.

1. Based on how it is used in the passage, it is clear that *vanishing* means
a. growing
b. spreading
c. disappearing

2. Based on how it is used in the passage, it is clear that *environmental* means
a. having to do with the natural world
b. having to do with lumber companies
c. having to do with California redwoods

Write the answer to each question on the lines below it.

1. Which sentence in the text provides clues to the meaning of *vanishing*?

2. Which sentence in the text provides clues to the meaning of *environmental*?


Read the sentence below. Circle a word you can replace with a stronger synonym. Write the stronger word on the line.

1. Lumber companies cut the trees down.
New Word _____

To Save a Tree

The world's tallest trees are the California redwood trees. They are also known as sequoia trees. Sequoia is their original Native American name. These giant trees are in danger. Lumber companies cut them down and use the wood to build houses. The redwood forests are *vanishing*. A woman named Julia Butterfly Hill held a protest to prevent redwoods from being destroyed. She took a stand by living in one of the trees for 738 days.

Hill is an environmental activist. She believes the natural world should be protected. The tree that Hill lived in was a thousand years old. She named the tree Luno. The young activist fought long and hard. In the end, Hill saved Luno from harm. Because of her actions, other trees in the area also were protected. Later, Hill wrote a book about her experience. Hill is famous today for her support of environmental groups such as Earth First.



12 | LEVEL H 10 Context Clues | 13

- Additional two-page spread comprehension passages
- In-depth comprehension strategies

CHARACTERISTICS

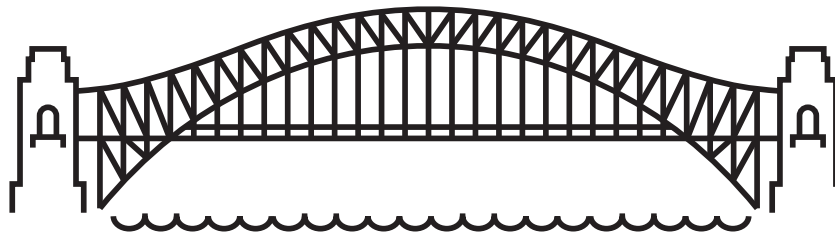
EYE LEVEL ENGLISH

1. Provides Systematically Designed Curriculum

Fluency Development

Develop fluency by improving accuracy, speed and expression

Fluency



**Identifying Words
(Learn to Read)**

**Comprehension
(Read to Learn)**

Fluency practice to improve automaticity by timing with a stopwatch

Fluency assessment through checking accuracy, rate, punctuation and expression

LEVEL
H 10

Fluency Practice

Read the passage below out loud. Time yourself or ask an instructor or a parent to time you. Then answer the question below.

Ladybugs

If there is a top-ten list of favorite insects, ladybugs are probably on it. These little bugs are not just cute and harmless. They're also helpful! Ladybugs are small, oval insects with wings. There are more than 5,000 kinds of ladybugs in the world. The most famous kind has a shiny red body with black spots. Some people think ladybugs are good luck. Farmers might agree. Ladybugs eat other insects that may eat farmers' plants. However, ladybugs don't taste good to most animals that try to eat them. That's good news for the ladybugs!

Time taken: _____ seconds

How are ladybugs useful?

Fluency Checklist	
Accuracy	I read all the words correctly. <input type="checkbox"/>
Rate	I read the paragraph at the right rate—not too quickly and not too slowly. <input type="checkbox"/>
Punctuation	I paused at the punctuation in each sentence. <input type="checkbox"/>
Expression	I read the paragraph with expression. <input type="checkbox"/>

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Reviewed by Dr. Susan Masullo and Dr. Bessie Demikos from Teachers College, Columbia University, New York, USA.

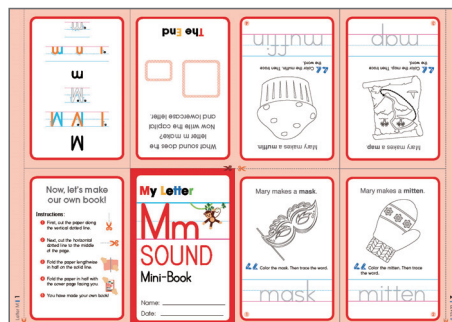
CHARACTERISTICS

1. Provides Systematically Designed Curriculum

EYE LEVEL ENGLISH

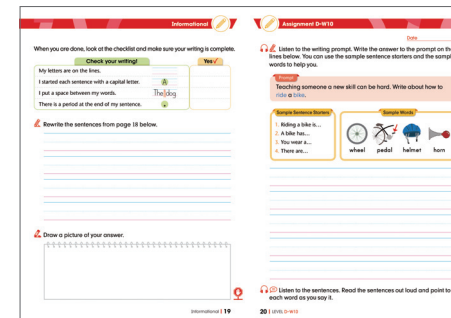
Writing Development

Strengthen writing skills through systematic writing process



Level B

- Making a mini book
- Fun hands—on activity for young learners



Level C-D

- Writing a sentence

Level E-F



Introduction

Prewriting

First Draft

Revision

Final Draft (Grader's Rubric)

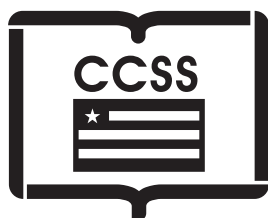
CHARACTERISTICS

EYE LEVEL ENGLISH

2. Meets Various Academic Requirements

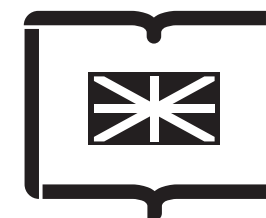
Built Upon Various Common Standards

Eye Level English is built upon CCSS and Meets the U.K English Programmes of Study requirements.



CCSS
(Common Core State Standards)

EYE LEVEL ENGLISH



English Programmes of Study in U.K.

	Basic		Elementary			Upper Elementary			Intermediate			Advanced			
Level (Eye Level English)	Pre-A	A	B	C	D	E	F	G	H	I	5	6	7	8	
Grade (U.S.A.)	Pre-K		K		Gr. 1		Gr. 2		Gr. 3		Gr. 4~5	Gr. 5~6		Gr. 6~8	
Year/Stage (U.K.)	Preschool		Reception		Key Stage 1 (Year 1-2)				Lower Key Stage 2 (Year 3-4)			Upper Key Stage 2 (Year 5-6)		Key Stage 3	
Lexile (U.S.A.)					~300L		325L~560L		580L~830L		600L~1050L			850L~1360L	
CEFR					A1		A2		B1		B2			C1	
FK Level					FK 1-2		FK 2-3		FK 3-5		FK 4-6	FK 5-7		FK 6-10	

CHARACTERISTICS

EYE LEVEL ENGLISH

2. Meets Various Academic Requirements

Includes common question types in high-stakes international exams

Questions and activities in Eye Level English include types commonly found in high-stakes international exams such as TOEFL, IELTS, and YLE (Cambridge).

- Factual Information Questions
- Negative Factual Information Questions
- Inference Questions
- Rhetorical Purpose Questions
- Vocabulary Questions
- Reference Questions
- Sentence Simplification
- Insert Text Questions
- Prose Summary Questions
- Fill-in Table Questions

	Basic		Elementary			Upper Elementary			Intermediate			Advanced			
Level (Eye Level English)	Pre-A	A	B	C	D	E	F	G	H	I	5	6	7	8	
TOEFL Primary			Step 1			Step 2									
			Level 1-2		Level 3		Level 3-4		Level 5						
TOEFL iBT									31-45		46-93		94+		
YLE			Starters		Movers		Flyers								
IELTS									4.0-4.5		5.5-6.5		7.0+		

* TOEFL:
Test of English as a Foreign
Language

* YLE:
Young Learners English
(Cambridge English)

* IELTS:
International English Language
Testing System

CHARACTERISTICS

EYE LEVEL ENGLISH

3. Builds Content Knowledge through Extensive Reading

Literacy Genres

Stories

Informational Text

Explanatory Text

Narrative Text

Opinion Text

Poems

Research

Biography

Folklore

Magazines

Content Knowledge

Geography

Education

Business

Cultural Studies

Sociology

Biology

Science

History

Art

Eye Level English is filled with wonderful literature that learners will love to read.

Eye Level English helps learners build content and subject knowledge.

CHARACTERISTICS

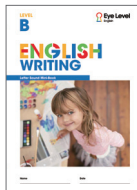
EYE LEVEL ENGLISH

4. Engages Learners with On&Off Blended Learning Materials

Offline



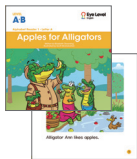
Reading Booklets



Writing Booklets



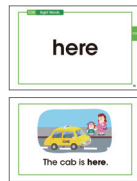
Sound Charts



Alphabet Readers

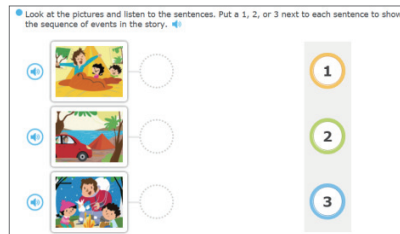


Phonics Readers



Flashcards

Online



Reinforcement

ON
MAXIMIZE EXPOSURE & MAXIMIZE LEARNING OUTCOME
OFF

EYE LEVEL ENGLISH

Components

EYE LEVEL ENGLISH

Assessment

GRADE 1 Eye Level English ENGLISH Diagnostic Test

Date	Student Progress
Name	Starting Point
Date of Birth	2 nd Month
Phone Number	0 th Month
School	Grade
1 st Month	1 st Month
Start Time	End Time
Time Used	
Correct Answers	

Diagnostic Test

LEVEL A Eye Level English ENGLISH Level Test

Directions:
Instructor: Please read these directions to the student.
1. Start the test when you are asked to begin.
2. Listen to the instructions of the top of each page.
3. If you are not sure, email to the site questions.

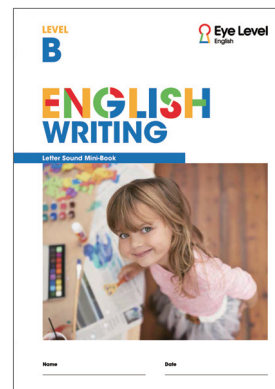
Name _____ Date _____
Start Time _____ End Time _____

Level Test

Main Materials

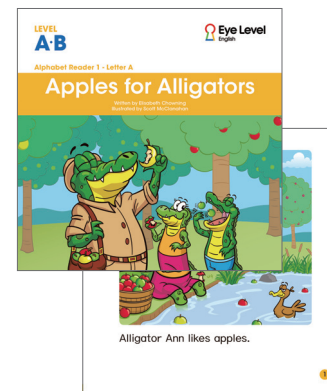


Reading Booklets



Writing Booklets

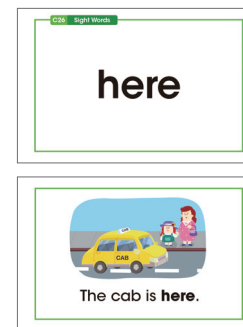
Supplementary Materials



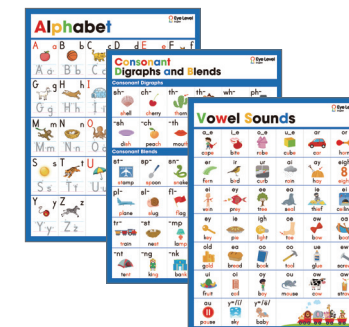
Alphabet Readers



Phonics Readers



Flashcards



Sound Charts

*Progress Chart, Key & Note, Answer Booklet

EYE LEVEL ENGLISH

Learning Flow - Reading Booklet

EYE LEVEL ENGLISH

Through systematic instruction and engaging content, Eye Level English prepares all students to build foundational literacy skills for academic success.

Understanding the Concept (Phonics, Grammar)

Phonics

Soft g Sound

When the letter **g** comes before the vowels **a, o, or u**, it has the hard sound /g/, as in **gate, goat, and gum**. When the letter **g** comes before the vowels **e, i, or y**, it often has the soft sound /j/, as in **gem, giant, and gym**.

Hard g	Soft g
$g + \begin{cases} a \\ o \\ u \end{cases} = /g/$	$g + \begin{cases} e \\ i \\ y \end{cases} = /j/$

Look at the word on the left. Sound out the word with the soft g sound. Then trace the word.

- gem /j/ /e/ /m/ gem
- gym /j/ /n/ /m/ gym
- giraffe /j/ /n/ /h/ /a/ /n/ giraffe

Letter-Sound Correspondence Soft g Sound | 10

Step 1

Practice

Phonics

Say the name of each picture. Choose a word from the word box that names each picture and write it on the line.

fringe	sausage	stage	cottage	cage	giraffe
--------	---------	-------	---------	------	---------

- _____
- _____
- _____
- _____
- _____
- _____

Writing Soft g Sound | 5

Step 2

Vocabulary

Vocabulary

Study the words below and their definitions.

lonely adj. feeling sad or alone because no one you know is nearby	borrow v. to use something for a short time and then give it back to the owner
claw v. (claw one's way) to struggle or work hard to make your way up something	frighten v. to scare

Complete the sentences below using the correct words from above.

- I felt _____ on my first day at my new school.
- My sister tried to _____ me by jumping out from behind the door.
- Tom asked to _____ my pencil because his broke.
- Todd had to _____ his way up to make the soccer team.

Vocabulary Definitions Soft g Sound | 11

Step 3


Reading Comprehension

Comprehension

Read the passage. Then complete the questions about sequence using words and clues from the passage.

For Big Sister

Just to be funny, I wanted to frighten my big sister. First, I dug into my toy box and found a big rubber spider. Next, I tied a piece of string to the back of it. Then I got some tape and went to my sister's room. I taped one end of the string to the ceiling. Next, I left the door open just a crack and waited. When my big sister went into her room, she screamed. Even Mom came running. I got her!



- What did the person speaking want to do?
The speaker wanted to _____ his big sister.
- Did the writer put the spider on top of the door before or after taping the string to the ceiling?
The writer put the spider on top of the door _____ taping the string to the ceiling.
- When did Mom come running?
Mom came running _____ the writer's sister _____.

Comprehension Sequence of Events | 13

Step 4

Fluency Practice

LEVEL F^B

Fluency Practice

Read the passage below out loud. Ask your instructor or a parent to time you.

Weekend Breakfast
On most mornings, I have cereal for breakfast. On weekends, things change. That is when Mom and Dad make a huge breakfast! I help crack the eggs for the pancakes. I tap the shells on the edge of a large bowl. Sometimes I am too gentle, and the shells do not crack. My big sister squeezes the oranges to make fresh orange juice. It is so tasty! Weekend breakfast with my family is the best!

Time taken: _____ seconds

Fluency Checklist

Accuracy	I read all the words correctly.	<input type="checkbox"/>
Rate	I read the paragraph at the right rate—not too quickly and not too slowly.	<input type="checkbox"/>
Punctuation	I paused at the punctuation in each sentence.	<input type="checkbox"/>
Expression	I read the paragraph with expression.	<input type="checkbox"/>

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Step 5

EYE LEVEL ENGLISH

Learning Flow - Writing Booklet

EYE LEVEL ENGLISH

Step-by-step writing process helps students turn their ideas into successful writing.

Introduction

Opinion Writing

Opinion writing shows what you think about a topic. An opinion that can be an opinion or a belief. You explain why you think or feel a certain way about a topic. Opinion writing generally follows a certain pattern: an opinion statement, a topic sentence, and supporting reasons. You can remember it with the word **OREO**.

OREO

- O: **Opinion** (I think, I believe, I feel, I am sure, I am glad, I am proud)
- R: **Reasons** (I like, I love, I hate, I don't like, I am not sure, I am not happy)
- E: **Example** (I like to eat pizza because it is delicious. I don't like to eat pizza because it is too greasy.)
- O: **Opinion** (I think, I believe, I feel, I am sure, I am glad, I am proud)

Sample Prompts

Write an opinion paragraph with four to six sentences about whether or not kids in your grade need cell phones.

Model Response

Why Second Graders Need Cell Phones

When second graders need cell phones, they can use them to call their parents if they get lost. They can also use them to call their friends if they are bored. They can use them to call their parents if they are sick. They can use them to call their parents if they are late for school.

Complete the questions below.

- Look at the fourth sentence. What is another signal word?
- How many supporting reasons does the writer give?

Step 1

Pre-writing

Pre-writing

To get ready to write, fill out an opinion text graphic organizer. Use the helpful words if you wish. Use the last structure and opinion statement can be in one sentence or two separate sentences.

Opinion

Write an opinion paragraph with four to six sentences about whether or not wild animals should be kept in zoos.

Helpful Words

like	love	hate	dislike	enjoy
like	love	hate	dislike	enjoy

Opinion (Topic Introduction)

Reason #1:

Evidence (Example):

Reason #2:

Evidence (Example):

Reason #3:

Evidence (Example):

Opinion (Closing Sentence)

Step 2

First Draft

Opinion

First Draft: Part 1

You will use the prewriting activity you did on the previous page to write your first draft of an opinion paragraph about whether or not wild animals should be kept in zoos. Be sure to:

- Review the elements of good opinion writing.
- Read the checklist on page 4 to review the things your instructor will look for in your writing.

You can use some words from the word boxes to connect your ideas.

Opinion Words

Opinion words help you clearly state your opinion.

I think I believe It is my opinion that In my opinion

Signal Words

Signal words help you put your supporting reasons in order and connect the reasons to your opinion.

first second last another reason so also because and so

Look back on your graphic organizer on page 1, and see if you need to add any opinion words or signal words.

First Draft: Part 2

Write your first draft below. Use the prewriting you did on page 1 to write your draft. Write a paragraph with four to six sentences.

Step 3

Revising & Editing

Opinion

Revision

Look over your first draft using the checklist below. If you haven't done all the steps, go back to your first draft and revise it.

Writer's Checklist

	Yes
1. I started by introducing my topic and giving my opinion about it in a clear opinion statement.	<input type="checkbox"/>
2. I gave at least two reasons that support my opinion.	<input type="checkbox"/>
3. I included evidence or examples that show why my reasons are good ones.	<input type="checkbox"/>
4. I used opinion words and signal words to make my opinion clear and connect them to my topic.	<input type="checkbox"/>
5. I wrote at least four sentences.	<input type="checkbox"/>
6. I started each sentence with a capital letter and ended with a punctuation mark (checked that other punctuation was correct).	<input type="checkbox"/>
7. I checked for spelling and grammar.	<input type="checkbox"/>

Grammar Review

- Prefixes and Suffixes:** Prefixes are word parts that change the meaning of a word when attached to its beginning. Suffixes are word parts that change a word's meaning when added to its end.
- Words with prefixes:** unhappy, not, alone, disagree
- Words with suffixes:** helpful, happiness, careless, farmer

Step 4

Final Draft (Grader's Rubric)

Opinion

Final Draft

Use your first draft and the revisions you made to it to write your final draft here.

Grader's Rubric

	1 point	2 points	3 points
Opinion	The writer introduces the topic and gives an opinion about it in a clear opinion statement.	The writer introduces the topic and gives an opinion about it in a clear opinion statement.	The writer introduces the topic and gives an opinion about it in a clear opinion statement.
Reasons and Evidence	The writer gives at least one reason that supports the opinion.	The writer gives at least two reasons that support the opinion.	The writer gives at least two reasons that support the opinion.
Opinion Words and Signal Words	The writer uses opinion words and signal words to make the opinion clear and connect them to the topic.	The writer uses opinion words and signal words to make the opinion clear and connect them to the topic.	The writer uses opinion words and signal words to make the opinion clear and connect them to the topic.
Length	1 sentence or more	2 sentences	3 or 4 sentences
Punctuation and Capitalization	1 or 2 sentences	2 or 3 sentences	3 or 4 sentences
Spelling and Grammar	1 or 2 sentences	2 or 3 sentences	3 or 4 sentences

Writer's Comments

Comments	Score
Reasoning	
Opinion	
Length	
Punctuation	
Spelling	

Step 5