

# Writing Boot Camp BUNDLE

SCROLL  
to take a look inside!



# What's Included?

## Writing Flip Book

## Five Writing Stations

Scissors, paper clips, and colored pencils are shown at the top of the page.

**Opinion vs. Informative**

Name:	
1. opinion	10.
2. opinion	11.
3. informative	12.
4. opinion	13.
5.	14.
6.	
7.	
8.	
9.	18.

**Informative**

**Opinion**

You read two articles about different animals. Write an informative essay in which you compare two animals. 3

Write an article for the school newspaper in which you give your opinion about whether students in your school should switch classes for different subjects. 1

Write an essay in which you give your opinion about schools requiring every student to learn how to play an instrument. 2

**Writing Flip Book**

**R** Restate the question.

**A** Answer the question.

**C** Cite evidence.

**T** Topic Sentence: The main idea of the paragraph

**R** Reason: A sentence to support the idea

**E** Evidence/Example: Use quotes from the text to support your reason.

**E** Expand: Elaborate with specific details.

**S** Claim: Statement the writer is trying to prove is true

**H** Argument: Statement supporting the claim, and reasons for your opinion

**E** Evidence: Proof from a source or facts from an article

**E** Explanation: Details what the evidence proves

**C** Counter-claim: Statement opposing the opinion

**R** Rebuttal: Reason why the counter-claim is not as strong as your opinion

**C** Conclusion: Restate claim/opinion, summarize your arguments, make a recommendation, end with a powerful final sentence

Paragraph 1: Introduction

- Grab reader's attention
- State claim/opinion
- Discuss importance
- Main idea statement with two reasons

Paragraph 2: Body

- 1st reason
- Facts
- Examples
- Quotes

Paragraph 3: Body

- 2nd reason
- Facts
- Examples
- Quotes

Paragraph 4: Conclusion

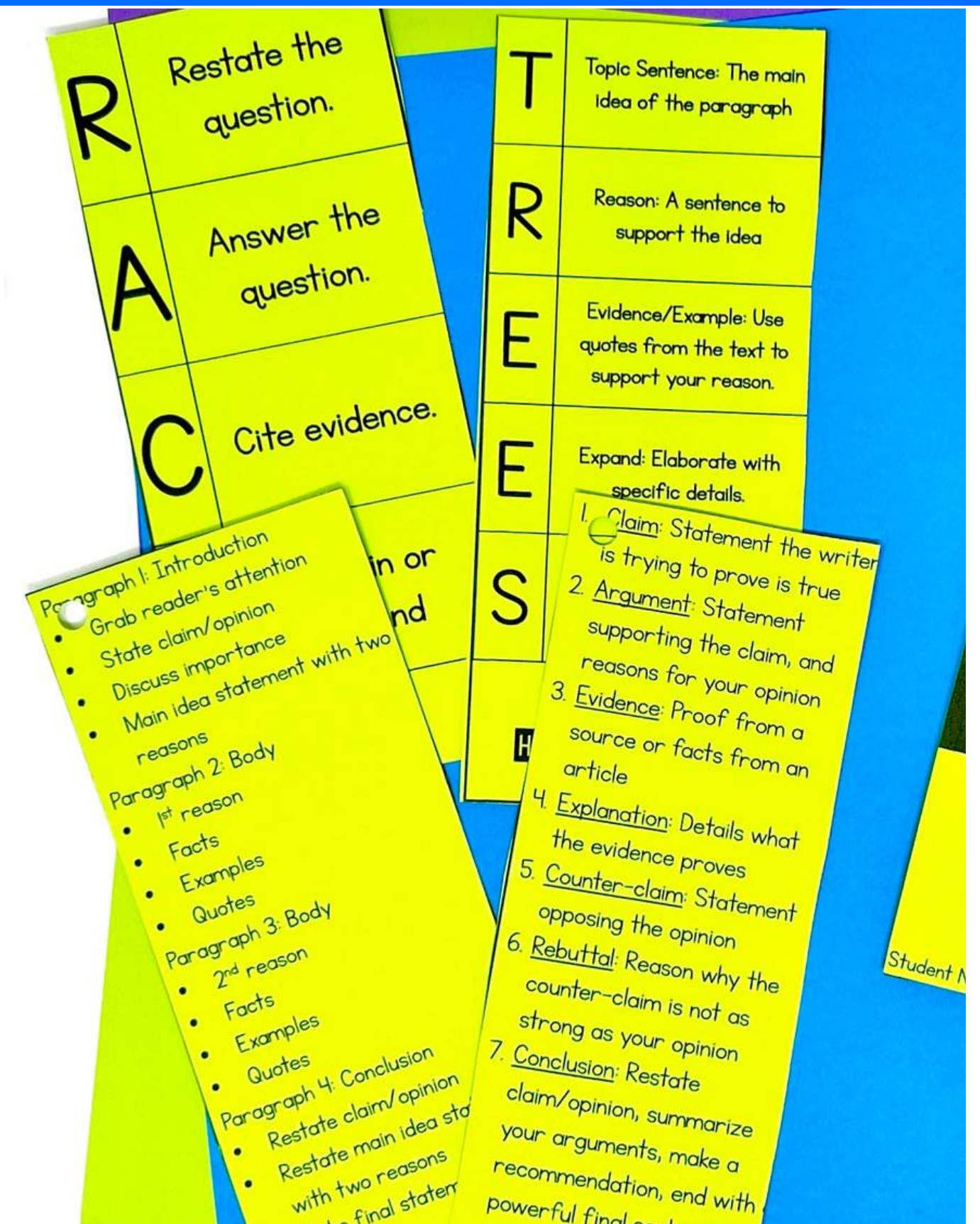
- Restate claim/opinion
- Restate main idea statement with two reasons
- Make final statement

Student Name



# Flip Book Topics

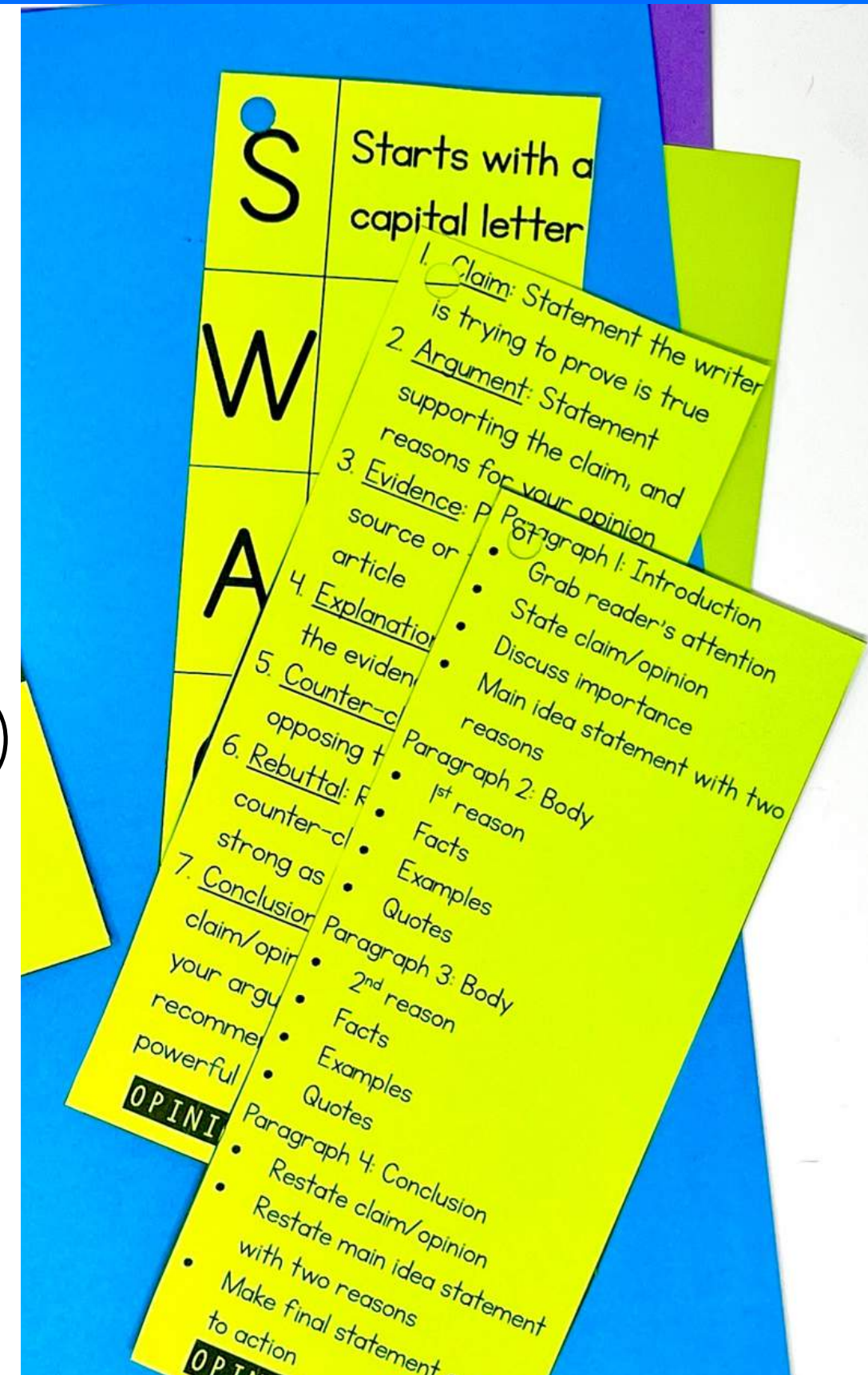
- ★ Opinion Writing Checklist
- ★ Informative Writing Checklist
- ★ Ways to Hook Your Reader
- ★ Opinion Words & Phrases
- ★ Informative Words & Phrases
- ★ Transition Words
- ★ Ways to Improve Vocabulary
- ★ Figurative Language
- ★ Sentence Stems for Text Evidence (2 versions)





# Flip Book Topics

- ★ • How to Use Quotation Marks
- ★ • Editing Checklist
- ★ • CUPS (Editing Strategy)
- ★ • ARMS (Revising Strategy)
- ★ • Steps to Write an Informative Essay
- ★ • Steps to Write an Opinion Essay (3 versions)
- ★ • SWAG (Sentence Writing Strategy)
- ★ • RACE (Paragraph Writing Strategy)
- ★ • TREES (Paragraph Writing Strategy)
- ★ • OREO (Opinion Writing Strategy)

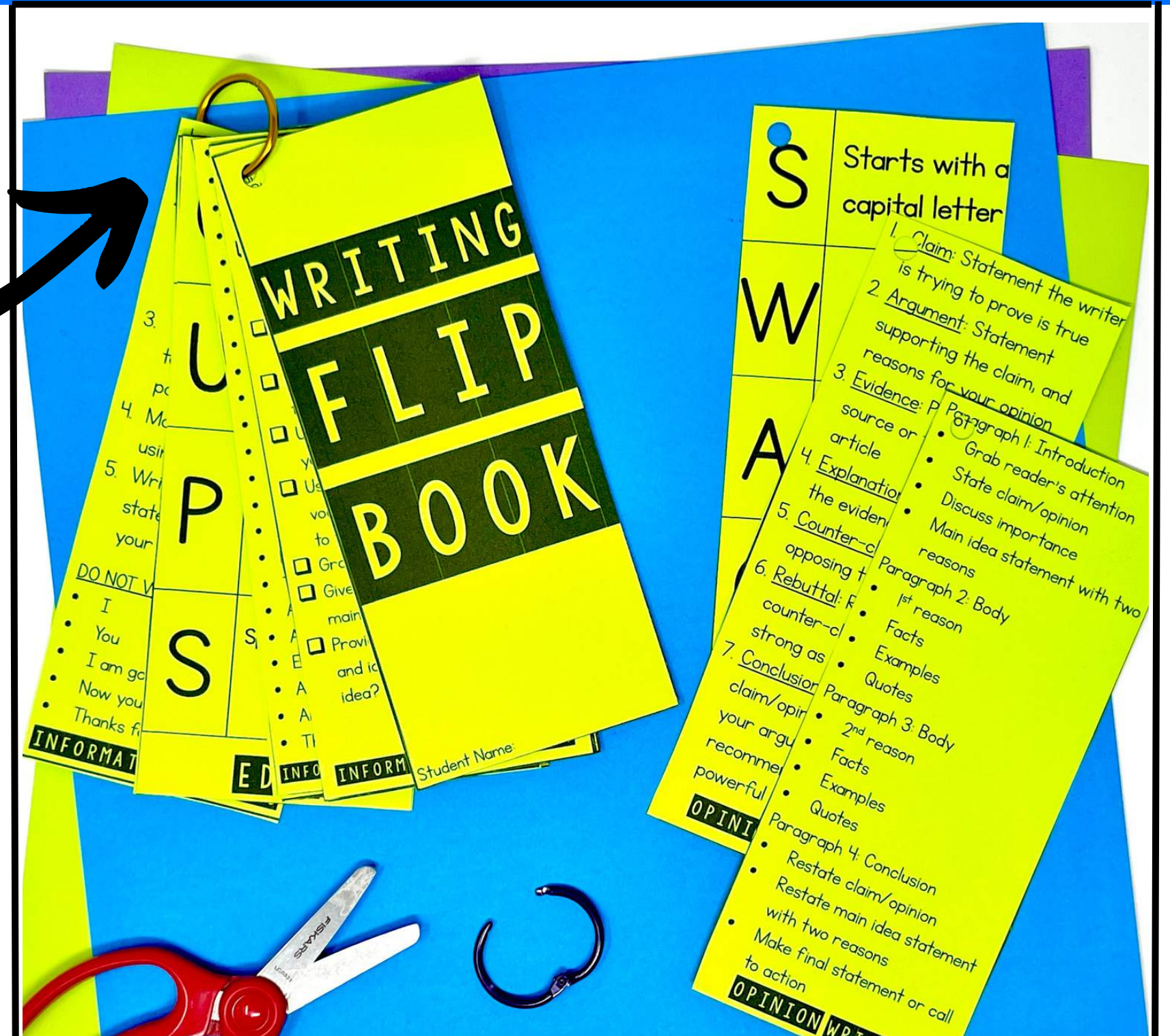




# INFORMATIONAL & OPINION WRITING SKILLS

**Hole Punch &  
Add a Binder Ring!**

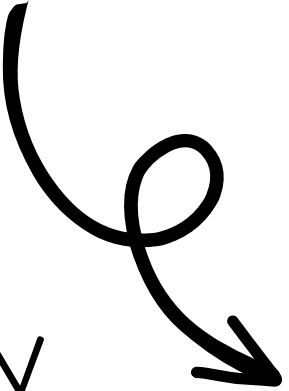
Students can hang these flipbooks in their writing binder, on their desk, or on hooks. They'll LOVE using these tips while planning, writing, editing, and revising!





# INFORMATIONAL

- Steps to Write an Informational Essay
- Tips & Reminders
- Words & Phrases to Use in Informational Essays
- Finished Writing? Checklist



1. Hook your reader's attention.

2. Group and organize your facts. Include the most important and the most interesting facts.

3. Write a topic sentence that tells your reader what the paragraph is mainly about.

4. Make paragraphs flow by using transitional words.

5. Write a conclusion statement that wraps up your informative writing.

DO NOT WRITE:

- I
- You
- I am going to tell you
- Now you know
- Thanks for reading

**INFORMATIVE WRITING**

- As can be expected
- Obviously
- Specifically
- Surely
- Comparatively
- Equally
- In comparison
- Similarly
- As an example
- For instance
- In addition
- In contrast
- In this case
- For example
- In fact
- Eventually
- To illustrate
- Another reason
- Additionally
- Even though
- Another possibility
- An example of
- This means

**INFORMATIVE WORDS & PHRASES**

Did you...

- ☐ Share the information in your own words?
- ☐ Introduce the ideas in sequential or chronological order?
- ☐ Use evidence from each article?
- ☐ Expand on each quote you used from the text?
- ☐ Use transition phrases to help your writing flow?
- ☐ Use expert words or vocabulary terms that connect to the main idea?
- ☐ Grab the reader's attention?
- ☐ Give each paragraph only one main idea?
- ☐ Provide details, facts, quotes, and ideas to support each main idea?

**INFORMATIVE CHECKLIST**



# OPINION

## Did you...

- ☐ Use evidence from each article?
- ☐ Explain why you selected each quote from the text to include in your writing?
- ☐ Clearly state your opinion in each paragraph?
- ☐ Explain your reasons for having that opinion?
- ☐ Use transition phrases to help your writing flow?
- ☐ Use high-level vocabulary?
- ☐ Grab the reader's attention?
- ☐ Give each paragraph only one main idea?
- ☐ Use a strong tone throughout your writing so the reader could hear your voice?
- ☐ Give detailed examples?
- ☐ Leave the reader with a strong sense of your opinion?

## OPINION CHECKLIST

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite
- Most importantly
- Another reason
- The best
- I strongly believe
- From my point of view
- Based on what I know
- I am convinced
- Speaking for myself
- I know you will have to agree
- I am confident that
- Always or Never
- Awful or Wonderful
- Best or Worse
- Delicious or Disgusting
- Enjoyable or Horrible
- For or Against
- Inferior or Superior
- Oppose or Support
- Amazing or Terrible

## OPINION WORDS & PHRASES

1. Claim: Statement the writer is trying to prove is true
2. Argument: Statement supporting the claim, and reasons for your opinion
3. Evidence: Proof from a source or facts from an article
4. Explanation: Details what the evidence proves
5. Counter-claim: Statement opposing the opinion
6. Rebuttal: Reason why the counter-claim is not as strong as your opinion
7. Conclusion: Restate claim/opinion, summarize your arguments, make a recommendation, end with a powerful final sentence

## OPINION WRITING

### Paragraph 1: Introduction

- Grab reader's attention
- State claim/opinion
- Discuss importance
- Main idea statement with two reasons

### Paragraph 2: Body

- 1<sup>st</sup> reason
- Facts
- Examples
- Quotes

### Paragraph 3: Body

- 2<sup>nd</sup> reason
- Facts
- Examples
- Quotes

### Paragraph 4: Conclusion

- Restate claim/opinion
- Restate main idea statement with two reasons
- Make final statement or call to action

## OPINION WRITING

### Paragraph 1: Introduction

- Grab reader's attention
- State claim/opinion
- Discuss importance
- Main idea statement with three reasons

### Paragraph 2: Body

- 1<sup>st</sup> reason
- Facts
- Examples
- Quotes

### Paragraph 3: Body

- 2<sup>nd</sup> reason
- Facts
- Examples
- Quotes

### Paragraph 4: Body

- 3<sup>rd</sup> reason
- Facts
- Examples
- Quotes

### Paragraph 5: Conclusion

- Restate claim/opinion
- Restate main idea statement with three reasons
- Make a final statement or call to action

## OPINION WRITING



# EDIT & REVISE

T	Topic Sentence: The main idea of the paragraph
R	Reason: A sentence to support the idea
E	Evidence/Example: Use quotes from the text to support your reason.
E	Expand: Elaborate with specific details.
S	Summary: Restate the main idea of the paragraph.
HOW TO WRITE A PARAGRAPH	

C	Capitalization: Sentences, names, places, months, titles, I
U	Usage: Match nouns and verbs correctly
P	Punctuation: Periods, question marks, exclamation points, quotation marks
S	Spelling: Check each word, use your resources
EDIT	

S	Starts with a capital letter
W	Written neatly
A	A space between words
G	Given punctuation
SWAG	

R	Restate the question.
A	Answer the question.
C	Cite evidence.
E	Explain or Extend
RACE	

A	Add sentences and words
R	Remove unneeded words or sentences
M	Move a sentence or word placement
S	Substitute words or sentences for others
REVISE	

O	Opinion: State your opinion clearly.
R	Reason: Tell your reason for your opinion.
E	Example: Give an example to support your opinion.
O	Opinion Again: Restate your opinion.
The more reasons and examples you give, the stronger your writing is. OREO	



# MAKE WRITING FUN!

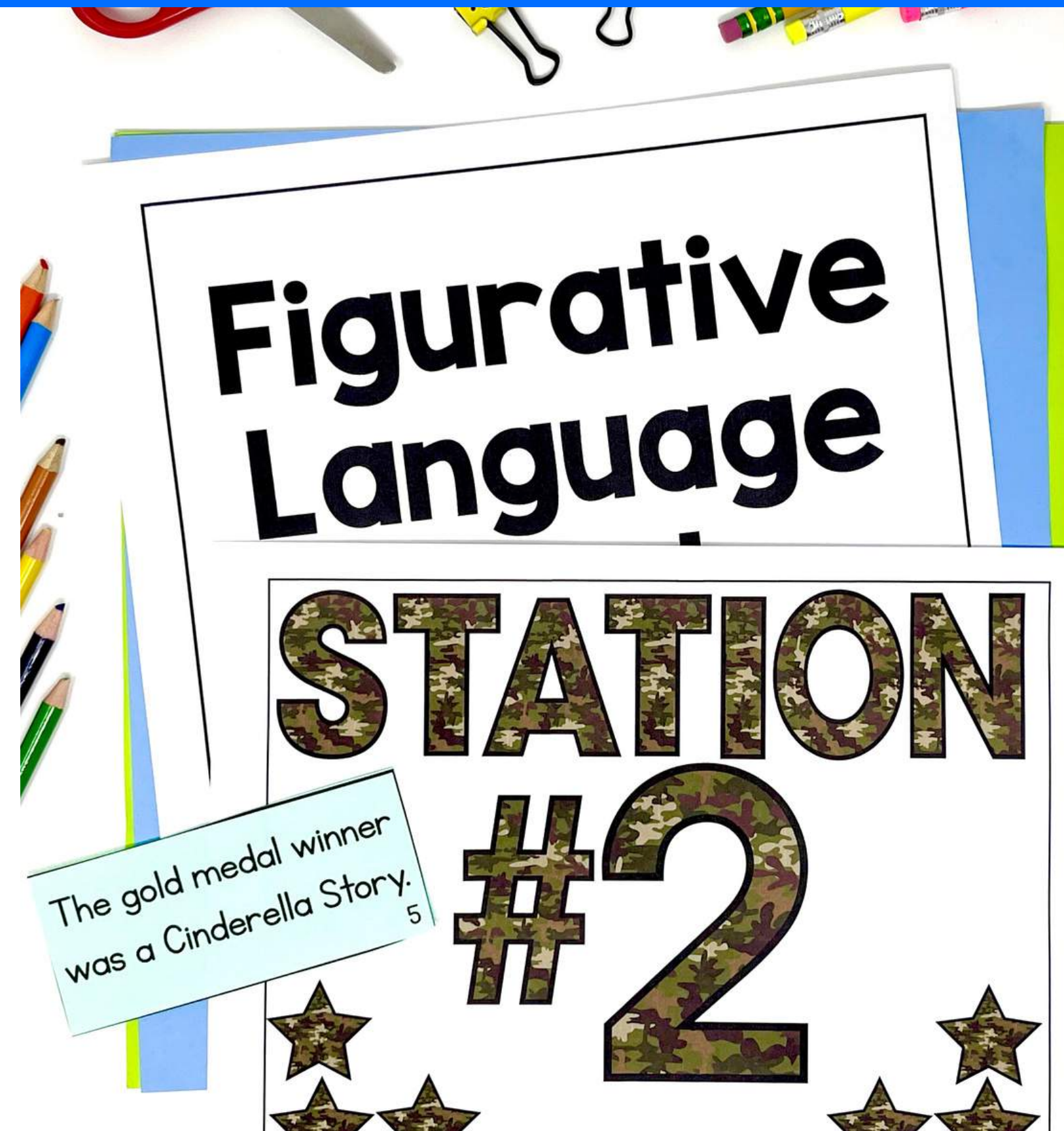


- Assign students to unique groups using provided dog tags
- Deck out the classroom with camouflage decor for an authentic boot camp feel
- Consider adding camo ribbon, military accessories, and other thematic decor to elevate the excitement around writing boot camp.



# 5 Writing Station Activities

- ★ Opinion vs. Informative Writing Prompt Sort
- ★ Figurative Language Sort
- ★ Punctuation Corrections
- ★ There, Their, and They're Sort
- ★ Writing Complex Sentences





# Station #1

## Informative vs. Opinion Writing Prompt Sort

Students will sort each of the writing prompts into two categories: opinion or informative.

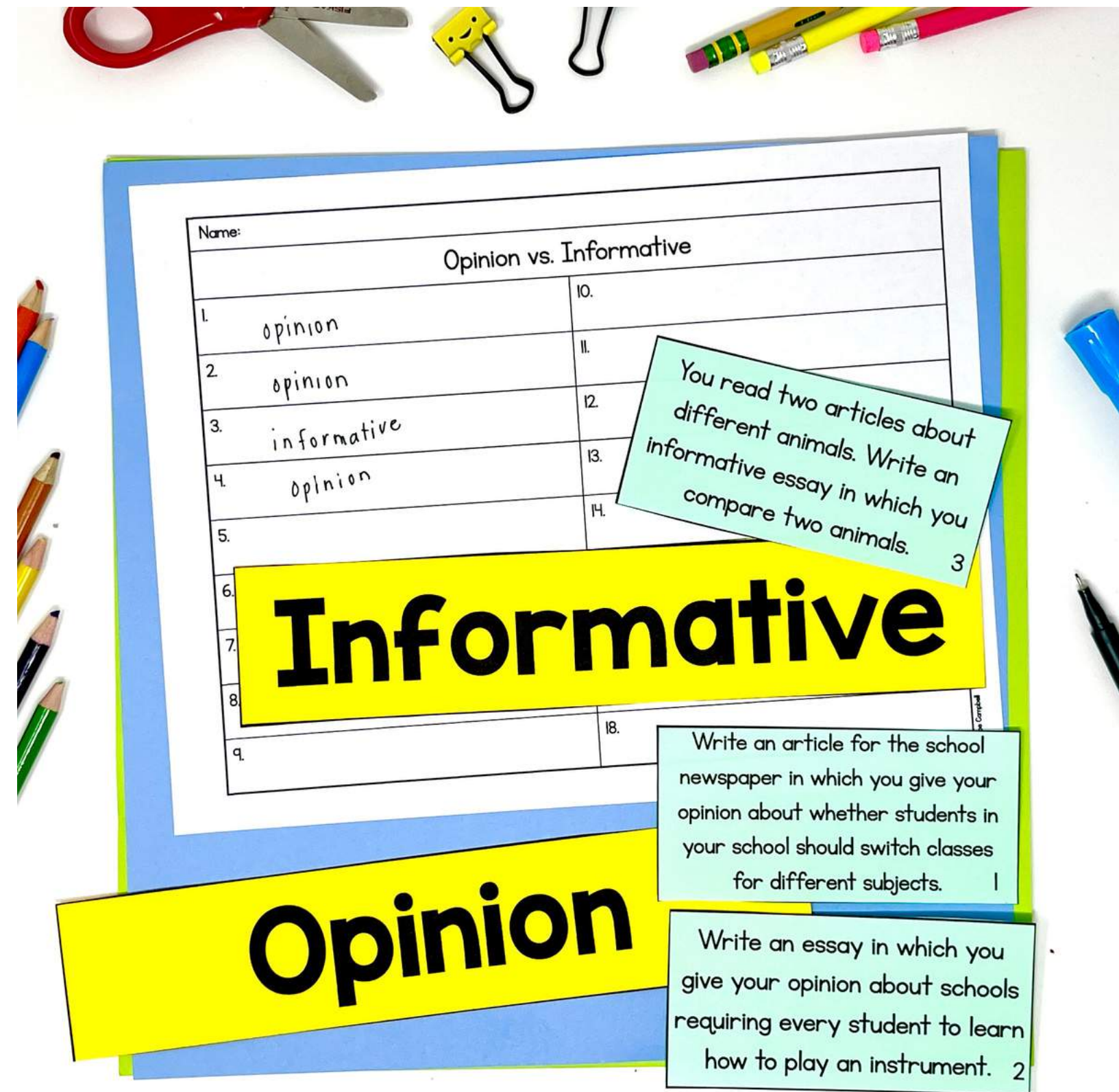
✓ **Student Directions**

✓ **18 Sorting Cards**

✓ **Recording Sheet**

✓ **Answer Key**

✓ **Station Signs**





# Station #2

## Figurative Language Sort

Students will sort each of the figurative language sentences into the correct category.

- ✓ Student Directions
- ✓ 21 Sorting Cards
- ✓ Recording Sheet
- ✓ Answer Key
- ✓ Station Signs



**Directions**

Sort each of the sentences into the correct category: simile, metaphor, hyperbole, personification, alliteration, onomatopoeia, idiom, allusion, and oxymoron. Write your answers on the recording sheet.

**Metaphor**

**Oxymoron**

**Idiom**

The new baby was a bundle of joy. <sub>2</sub>

**Allusion**

**Simile**

My brothers are as loud as cymbals clanging together. <sub>1</sub>

**Alliteration**

**Onomatopoeia**

**Hyperbole**



# Station #3

## Correct the Punctuation

Students will read the sentence on the card. Add punctuation as they re-write the sentence correctly on the recording sheet.

✓ **Student Directions**

✓ **18 Sorting Cards**

✓ **Recording Sheet**

✓ **Answer Key**

✓ **Station Signs**

Name: \_\_\_\_\_

Punctuation Corrections

1. "Katie, let's go to the mall," shouted Melissa.	10.
2. "Are you ready to head to the beach?" questioned Emily.	11.
3.	12.
4.	13.
Katie lets go to the mall shouted Melissa 1	14.
are you ready to head to the beach questioned emily 2	15.
	16.
	17.
	18.

The traveled to texas  
new mexico and  
arizona 3

Mark asked can you pick  
a color to paint the  
bedroom 4

**Directions**  
Read the sentence on the card. Add punctuation as you re-write  
the sentence correctly on your recording sheet.



# Station #4

## There, Their, They're

Students will read each sentence and determine the missing word. Sort the cards into the correct category.

- ✓ Student Directions
- ✓ 18 Sorting Cards
- ✓ Recording Sheet
- ✓ Answer Key
- ✓ Station Signs

The image shows a recording sheet and several sorting cards. The recording sheet has a header 'Name: \_\_\_\_\_' and 'They're, Their, There'. It contains a list of sentences with missing words:

	They're, Their, There
1.	there
2.	They're
3.	They're
4.	there
5.	their
6.	
10.	
11.	
12.	
13.	
15.	
16.	
17.	
18.	

Sorting cards include:

- There** (Yellow card)
- The library is over \_\_\_\_\_ (Light blue card)
- They're** (Yellow card)
- \_\_\_\_\_ not in this building. (Light blue card)
- Their** (Yellow card)
- Was \_\_\_\_\_ first child a boy or a girl? (Light blue card)

**Directions**  
Read each sentence and determine the missing word. Sort the cards into the correct category. Write your answer on the recording sheet.



# Station #5

## Create Complex Sentences

Students will turn the simple sentences into complex sentences.

- ✓ Student Directions
- ✓ 18 Sorting Cards
- ✓ Recording Sheet
- ✓ Answer Key
- ✓ Station Signs

The image shows a workspace with station materials. At the top, there are red-handled scissors, a yellow binder clip, and several colored markers. Below these, a recording sheet titled 'Complex Sentences' is visible. It has a 'Name:' field and a grid of 18 numbered boxes. Some boxes contain sorting cards with simple sentences. For example, box 1 has a card that says 'My favorite subject is science. I like being able to do experiments.' Box 10 has a card that says 'My mom's favorite number is 22. My favorite number is 2.' Box 14 has a card that says 'My family likes going to amusement parks. SeaWorld is our favorite.' Box 15 has a card that says 'My family likes going to amusement parks, but our favorite is sea world.' Box 16 has a card that says 'SeaWorld is our favorite.' Box 17 has a card that says 'SeaWorld is our favorite.' At the bottom, a yellow station sign titled 'Directions' provides instructions on how to use the station.

**Complex Sentences**

Name: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. My family likes going to amusement parks, but our favorite is sea world.

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Directions**

Turn simple sentences into a complex sentence.

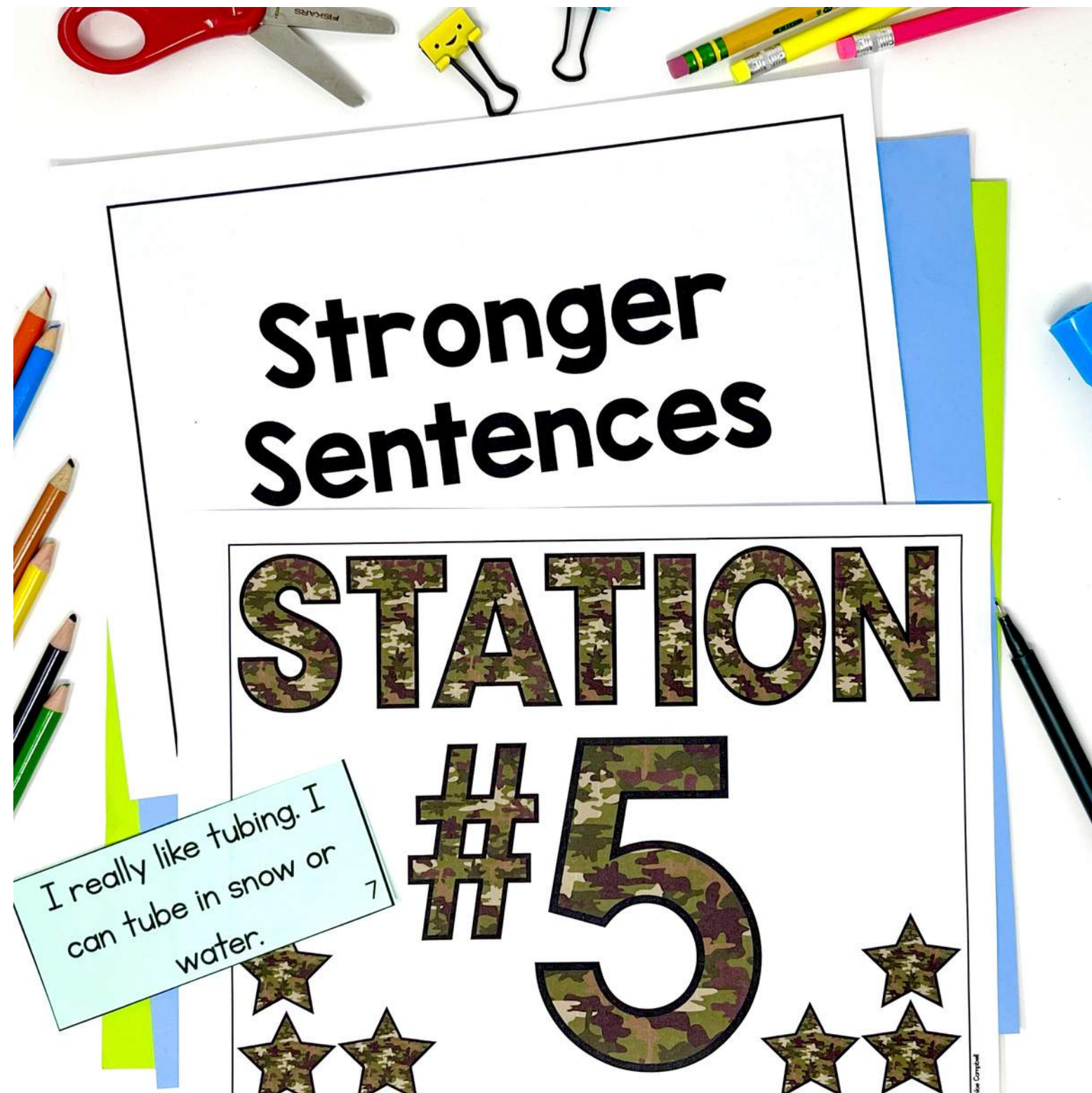
Simple Sentence Example: I agree with the author. I think dogs are the best pets.

Complex Sentence Example: I completely agree with the author, who stated that dogs are the best pets.

Complex Sentence Example: In my opinion, the author is correct in stating that dogs are the best pets.



# HAPPY TEACHERS SAID...



“ My **students loved** this. What a fun way to practice this skill. I really like the prompt station. **It's so important** that students know what type of writing is in the test. ”

“ My **students loved** this as I put them into 4 teams and they did rotations. We used camouflage pencils, and I bought stickers and bracelets for them to wear. The groups were named after our Armed Forces. Some were **easy** and some were **challenging**. I loved this resource so much! ”

“ This was such a **great review** of writing concepts. I loved how they got to practice skills in a **collaborative way**, and we were able to **review many concepts**. Students loved it! **Highly recommend!** Will be using again next year. ”