

### WRITING SAMPLE



# Pizza

## For School Lunch



Our school lunch menu needs a makeover. Many students think school lunch tastes bad, and they either don't buy it, or they throw it away. With the growing problem of overweight kids, the school needs to make a new lunch menu with healthier, tastier options. I think the school should consider an option that will be tasty, healthy, and easy: a daily pizza option.

Almost every kid loves pizza. If you ask kids, they'll tell you that pizza tastes great and is easy to eat. If the school had a pizza option, students would buy hot lunch more often. They would also eat more of the lunch, so less food would go to waste. The school lunch program could make a lot more money.

Even though pizza tastes great, it can also be a very healthy food. In addition to a crust made with whole-wheat dough, low-fat cheese pizza or even pizza without cheese could be offered. Today, when the school serves broccoli or spinach, most of it goes in the garbage. But, kids will eat almost any kind of vegetables—and even some fruits—if they're on pizza.

Pizza can also be very fast and easy to make, which would be good for our cafeteria staff. The staff could make the dough and sauce ahead of time. They could also buy frozen dough and premade sauce. Then, all the staff needs to do is add toppings, cheese, and bake it. You also eat pizza with your hands, which means the staff has less silverware to wash.

Some people will probably object to the idea of a pizza option because pizza is often considered "junk food" instead of a regular, wholesome meal. Most delivery or take-out pizza is made with lots of fattening cheese and unhealthy toppings. But pizza can also be made with healthy ingredients, and it is always easy to make. The school should add a daily pizza option to the new lunch menu. Serving pizza isn't just great for the students, but it will also benefit the school lunch program.

# Sample Essays For Elementary Students

**Michael Brown**



## **Sample Essays For Elementary Students:**

**Writers at Work: The Essay Student's Book** Dorothy Zemach, Lynn Stafford-Yilmaz, 2008-01-14 Following on from Writers at Work The Paragraph and Writers at Work the Short Composition Writers at Work The Essay will teach the basics of academic essay writing to intermediate level students In Writers at Work The Essay college and university students use the process approach to write different genres of essays common at the post secondary level the most important being expository writing persuasive writing and timed essay exams Each chapter uses the same five step approach to writing that is used in the two lower level books In each chapter students analyze a model essay noticing key organizational and linguistic features brainstorm ideas write multiple drafts revise their work engage in peer reviews and share their finished work Chapters recycle and build upon previously taught material

**Intensive Reading Interventions for the Elementary Grades** Jeanne Wanzek, Stephanie Al Otaiba, Stephanie Dent Al Otaiba, Kristen L. McMaster, 2019-10-21 Packed with easy to use tools and resources this book presents intensive intervention strategies for K 5 students with severe and persistent reading difficulties Filling a key need the authors describe specific ways to further intensify instruction when students continue to struggle Chapters address all the fundamental components of reading phonological awareness phonics and word recognition reading fluency oral language language and reading comprehension and writing to read The authors discuss the design and implementation of intensive instruction and provide effective teaching techniques and activities Grounded in the principles of data based individualization the book includes concrete recommendations for determining students particular needs and monitoring their progress An NCTQ Exemplary Text for Reading Instruction

**Resources in Education** , 1998-05

**Adaptive Educational Technologies for Literacy Instruction** Scott A. Crossley, Danielle S. McNamara, 2016-06-17 While current educational technologies have the potential to fundamentally enhance literacy education many of these tools remain unknown to or unused by today s practitioners due to a lack of access and support Adaptive Educational Technologies for Literacy Instruction presents actionable information to educators administrators and researchers about available educational technologies that provide adaptive personalized literacy instruction to students of all ages These accessible comprehensive chapters written by leading researchers who have developed systems and strategies for classrooms introduce effective technologies for reading comprehension and writing skills

**The Fundamentals of (Re)designing Writing Units** Kathy Tuchman Glass, 2016-10-31 Prepare students to take on any writing challenge including district and state mandated literacy tests Perfect for teachers curriculum designers and literary coaches this title provides guidance for designing new writing units and revising existing ones across content areas for grades 5 12 You ll discover practical strategies and best practices for teaching skills in drafting editing revising peer feedback assessment and student collaboration Consistent and engaging lesson design based on these principles will prepare students to take on any writing challenge including district and state mandated literacy tests Benefits Examine the stages of the writing process and the

benefits of teaching students to work through them Assess the particular importance of the feedback stage of students writing process Study the components and rationale of the backward planning approach to unit design Gain access to downloadable templates checklists rubrics and student activities useful for guiding and assessing students in their writing Explore comprehensive lists of online resources and tools that educators and students may use in lessons aimed at writing Contents Introduction 1 The Importance of Writing to Learn 2 The Stages of the Writing Process 3 The Backward Planning Approach to Unit Design 4 Culminating Assessments and Criteria for Success 5 Effective Lesson Design The Gradual Release of Responsibility Model 6 Launch the Unit Epilogue *Handbook of Reading Research, Volume II* Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who's who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection **Desegregation State** Annie S.

Mendenhall, 2022-04-15 The only book length study of the ways that postsecondary desegregation litigation and policy affected writing instruction and assessment in US colleges *Desegregation State* provides a history of federal enforcement of higher education desegregation and its impact on writing programs from 1970 to 1988 Focusing on the University System of Georgia and two of its public colleges in Savannah one a historically segregated white college and the other a historically Black college Annie S Mendenhall shows how desegregation enforcement promoted and shaped writing programs by presenting literacy remediation and testing as critical to desegregation efforts in southern and border states Formerly segregated state university systems crafted desegregation plans that gave them more control over policies for admissions remediation and retention These plans created literacy requirements admissions and graduation tests remedial classes and even writing centers and writing across the curriculum programs that reshaped the landscape of college writing instruction and denied the demands of Black students civil rights activists and historically Black colleges and universities for major changes to university systems This history details the profound influence of desegregation and resistance to desegregation on the ways that writing is taught and assessed in colleges today *Desegregation State* provides WPAs and writing teachers with a disciplinary history for understanding racism in writing assessment and writing programs Mendenhall brings emerging scholarship on the racialization of institutions into the field showing why writing studies must pay more attention

to how writing programs have institutionalized racist literacy ideologies through arguments about student placement individualized writing instruction and writing assessment      **Handbook of Academic Learning** Gary D. Phye, 1997-01-08

The Handbook of Academic Learning provides a comprehensive resource for educational and cognitive psychologists as well as educators themselves on the mechanisms and processes of academic learning Beginning with general themes that cross subject and age level the book discusses what motivates students to learn and how knowledge can be made personal for better learning and remembering Individual chapters identify proven effective teaching methods for the specific domains of math reading writing science and critical problem solving how students learn within those domains and how learning can be accurately assessed for given domains and age levels The Handbook takes a constructivist perspective to academic learning emphasizing the construction of personal knowledge of an academic nature Constructivism within the context of learning theory is viewed as involving an active learner that constructs an academic knowledge base through the development of cognitive strategies and metacognition The book discusses the development of basic literacy skills that provide the foundation for higher order thinking and problem solving Constructivism recognizes the social dimension of classroom learning and emphasizes the motivational elements of self regulation and volition as essential learner characteristics Written by authors who have first hand experience with both theory development and the development of authentic classroom instructional techniques the Handbook empowers educators to develop implement and field test authentic instructional practices at their school site The book provides a review of the literature theory research and skill techniques for effective teaching and learning Identifies effective teaching with specific techniques Covers elementary school through high school Discusses teaching methods for all main subject areas reading writing math science and critical thinking Identifies how students learn to learn Reviews theory research techniques and assessment Contains field tested examples for the educational professional at the school site Provides a resource for staff development      *Looking Like a Language, Sounding Like a Race* Jonathan Rosa, 2019 Looking like a Language Sounding like a Race examines the emergence of linguistic and ethnoracial categories in the context of Latinidad The book draws from more than twenty four months of ethnographic and sociolinguistic fieldwork in a Chicago public school whose student body is more than 90% Mexican and Puerto Rican to analyze the racialization of language and its relationship to issues of power and national identity It focuses specifically on youth socialization to U S Latinidad as a contemporary site of political anxiety raciolinguistic transformation and urban inequity Jonathan Rosa s account studies the fashioning of Latinidad in Chicago s highly segregated Near Northwest Side he links public discourse concerning the rising prominence of U S Latinidad to the institutional management and experience of raciolinguistic identities there Anxieties surrounding Latinx identities push administrators to transform at risk Mexican and Puerto Rican students into young Latino professionals This institutional effort which requires students to learn to be and importantly sound like themselves in highly studied ways reveals administrators attempts to navigate a precarious urban

terrain in a city grappling with some of the nation's highest youth homicide dropout and teen pregnancy rates Rosa explores the ingenuity of his research participants' responses to these forms of marginalization through the contestation of political, ethnic, racial and linguistic borders

**Automated Essay Scoring** Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation It is intended to provide a comprehensive overview of the evolution and state of the art of automated essay scoring and evaluation technology across several disciplines including education testing and measurement cognitive science computer science and computational linguistics The development of this technology has led to many questions and concerns Automated Essay Scoring attempts to address some of these questions including How can automated scoring and evaluation supplement classroom instruction How does the technology actually work Can it improve students' writing How reliable is the technology How can these computing methods be used to develop evaluation tools What are the state of the art essay evaluation technologies and automated scoring systems Divided into four parts the first part reviews the teaching of writing and how computers can contribute to it Part II analyzes actual automated essay scorers including e-rater™ Intellimetric and the Intelligent Essay Assessor The third part analyzes related psychometric issues and the final part reviews innovations in the field This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement education cognitive science language and computational linguistics

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## **Sample Essays For Elementary Students Introduction**

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