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Write TIME FOR KIDS— Level 6

This sample includes the following:

Best Practices Guide Cover (1 page)

Best Practices Guide Table of Contents (1 page)

How to Use This Product (5 pages)

Lesson Plan (14 pages)

Card (2 pages)

To Create a World ⁱⁿ which
Children **love** to Learn!

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Write
TIME

Level 6

Best Practices

Guide



Program Welcome

Welcome Letter	4
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Best Practices

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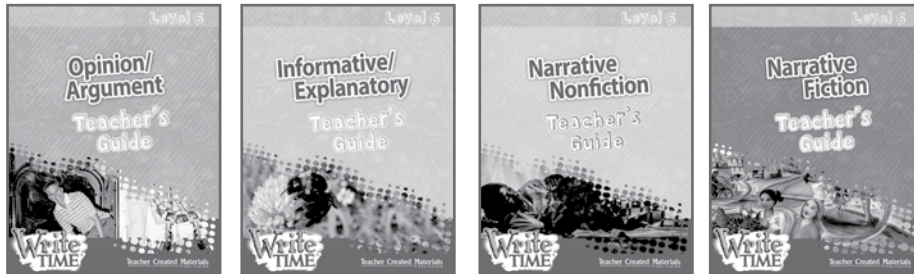
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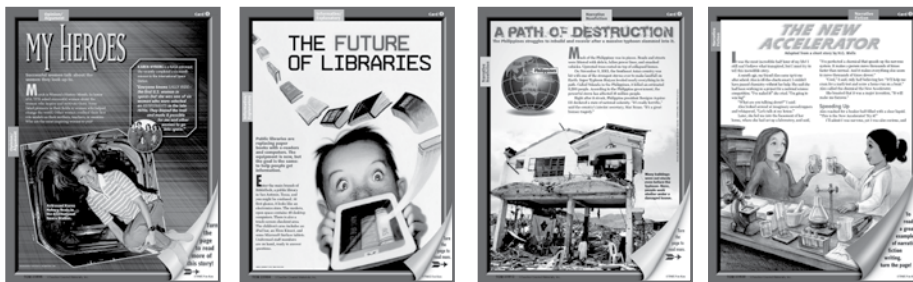
How to Use This Product

Program Components

Teacher's Guides



32 Mentor Text Cards



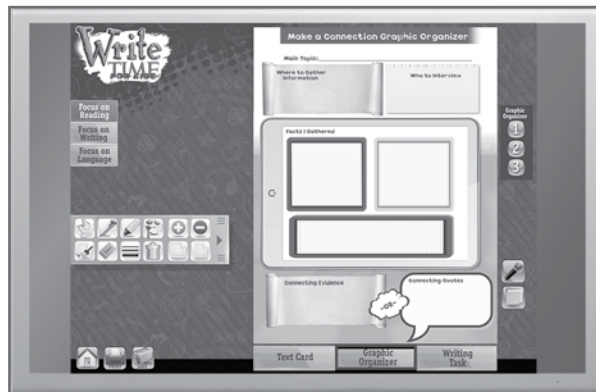
Student Handbook



Best Practices Guide



Technology Platform

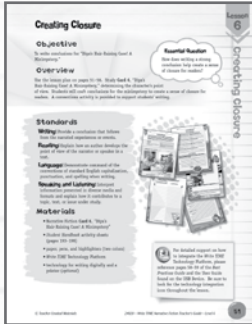


How to Use This Product (cont.)

Lesson Components

Teacher's Guide

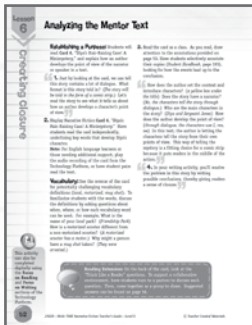
Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.



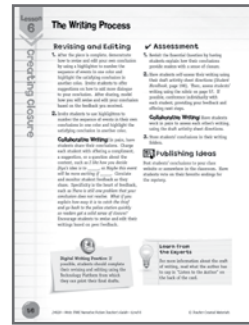
Overview:
Includes key information for planning (standards and a list of materials).



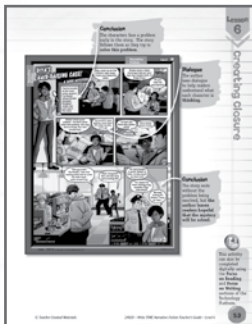
The Writing Process:
Includes Prewriting and Drafting instruction, using a graphic organizer, a frame, and a draft page.



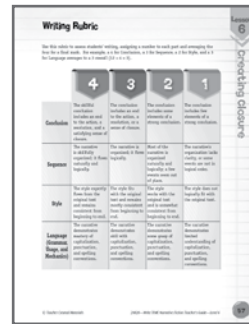
Analyzing the Mentor Text:
Introduces the text and key vocabulary words and also as provides close reading instruction.



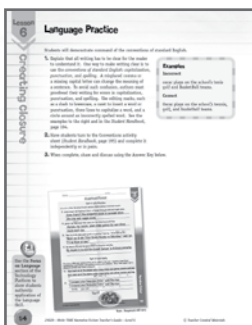
The Writing Process:
Includes Revising, Editing, Assessment, and Publishing Ideas.



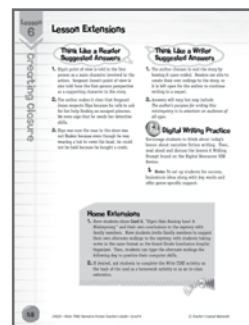
Annotating the Mentor Text:
Introduces annotations to support Analyzing the Mentor Text and to build a reading and writing connection.



Writing Rubric:
Features a writing rubric specifically tailored to the lesson's writing task.



Language Practice:
Addresses the language skill and makes authentic connections to the Mentor Text.



Lesson Extensions:
Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

Student Handbook

Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.



Mentor Text Card:
Supports close reading with a student-friendly version of the card for easy annotations and highlights.



Graphic Organizer:
Supports the prewriting and planning stages of the writing process.



Language Practice:
Includes an introduction and a mini-lesson for the target language skill and a practice activity to check for understanding of the skill as well as an application activity to demonstrate mastery of the skill.



Frame:
Supports struggling writers and English language learners as they transition from the prewriting stage to the drafting stage of the writing process.



Draft:
Includes a student-friendly rubric to remind students what information to include in their writing pieces, and provides a place for students to draft their writing.

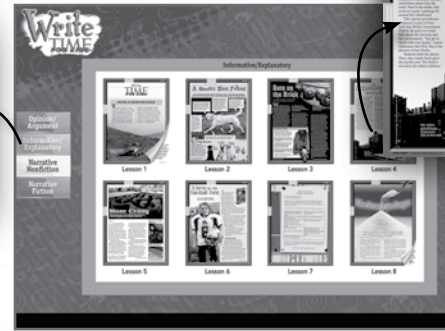
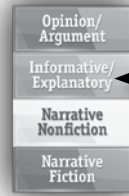


How to Use This Product (cont.)

Using the Technology Platform

Getting Started

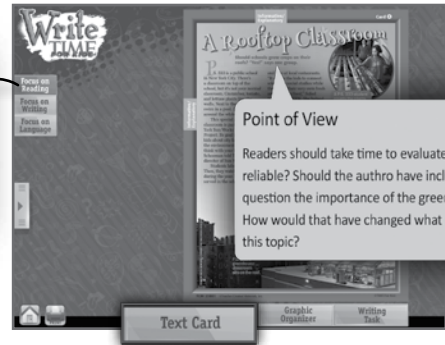
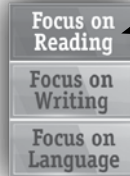
- Select from one of the four genres.
- Select the card for the day's lesson.



Analyzing the Mentor Text Card

On the **Text Card** tab:

- Select from the three standards: Reading, Writing, or Language.
- View the highlighted annotations provided for each standard to show the reading and writing connections.
- Click on each highlighted section to receive a detailed annotation that describes how that standard is used/addressed on the Mentor Text Card.

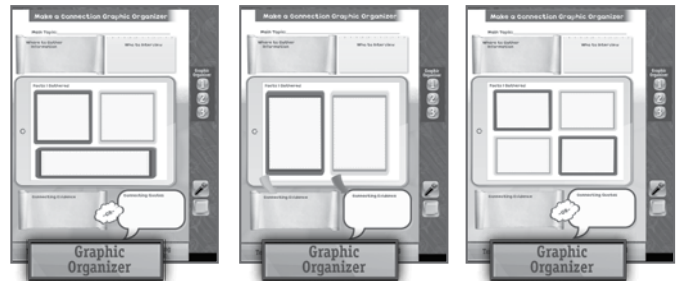


The Writing Process

Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organizer** tab:

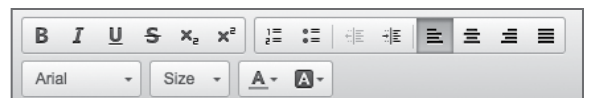
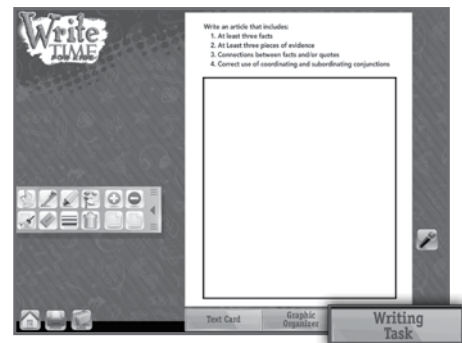
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson as well as various levels of writing needed.



Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

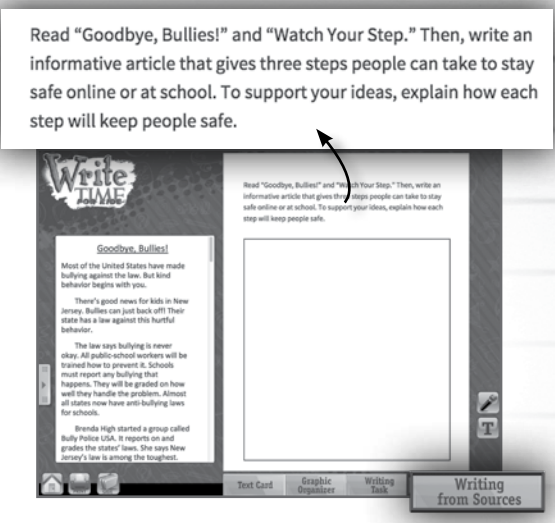
- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



Assessment Preparation

On the **Writing from Sources** tab in Lesson 8 of each genre:

- Use the Writing from Sources task to prepare students for today’s assessments and testing environment. Students will read and compare the information from two texts and respond to a writing prompt.



Bonus Features

There are a variety of tools available for the user, including but not limited to print, save, record, highlight, erase, zoom in, zoom out, and delete.



Save—Students may save their completed work in PDF and/or Word formats, making it simple for teachers to import student work into their system(s) of choice.



Print—Students may print all the work they complete in the Technology Platform.



Record—Teachers may ask questions and provide feedback. Students may record themselves reading and respond to teachers. All recordings may be saved.



Notes—Teachers and students can easily collaborate using this tool.

Note: The Technology Platform may be found on the Digital Resources USB Device.

Introducing Claims and Organizing Reasons

Objective

To create logical arguments to support opinions with claims, reasons, and evidence clearly presented.

Overview

Use the Lesson plan on pages 27–34. Study **Card 3**, “Should Kids Be Rewarded for Doing Chores?,” determining the author’s point of view or purpose in the text and how it is conveyed. Students will craft argumentative responses that answer the question “Should kids be rewarded for doing chores?” A pronoun-antecedent agreement activity is provided to support students’ writing.

Essential Question

How are claims, reasons, and evidence best organized for clarity?

Standards

Writing: Introduce claim(s) and organize the reasons and evidence clearly.

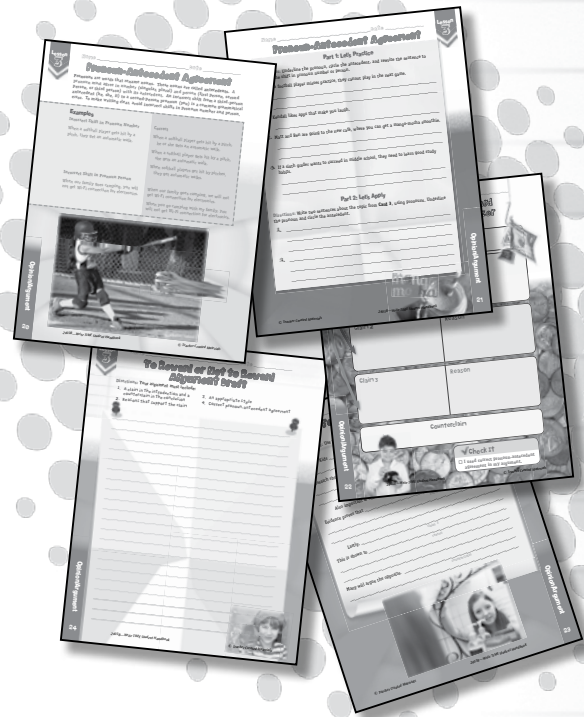
Reading: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Language: Recognize and correct inappropriate shifts in pronoun number and person.

Speaking and Listening: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Materials

- Opinion/Argument **Card 3**, “Should Kids Be Rewarded for Doing Chores?”
- *Student Handbook* activity sheets (pages 19–24)
- paper, pens, and highlighters (two colors)
- Internet access for researching
- *Write TIME* Technology Platform
- technology for writing digitally and a printer (optional)



For detailed support on how to integrate the *Write TIME* Technology Platform, please reference pages 58–59 of the *Best Practices Guide* and the User Guide found on the USB Device. Be sure to look for the technology integration icon throughout the lesson.

Analyzing the Mentor Text

Establishing a Purpose: Students will read **Card 3**, “Should Kids Be Rewarded for Doing Chores?,” and determine the author’s point of view or purpose and explain how it is conveyed in the text.

“1. This card explores two opposing sides of an issue. It features statements from two young people expressing different opinions. Let’s read the text and see if we can explain how each author conveys his or her point of view.”

2. Display **Card 3**, “Should Kids Be Rewarded for Doing Chores?” Have students read the card independently, underlining details or key words that convey the author’s point of view.

Note: For English language learners or those needing additional support, play the audio recording of the card from the Technology Platform, or have pairs read the text.

Vocabulary: See the reverse side of the card for potentially challenging vocabulary definitions (*incentives, motivate, reinforcement*). Introduce the words. Then, explain that *analogies* are two pairs of words that relate to each other in the same way. (*Mad is to angry as stuck is to trapped*.) Place students in small groups to write analogies for the vocabulary words. (*incentive : reward :: money : cash; motivate : convince :: opinion : belief; reinforcement : encourage :: persuade : convince*)

3. Read the card as a class. As you read, draw attention to the annotations provided on page 29. Have students selectively annotate their copies (*Student Handbook*, page 19), looking for supporting reasons.

“What two points of view are expressed? (*Kids should get rewarded for chores, and kids should not get rewarded for chores.*) How does Aavani Raj convey the point that kids should be rewarded? Turn to a partner and discuss. (*states the claim in the first sentence, and supports the claim with reasons: encourages them to do more, teaches independence, prepares them for the future*) How does Joey Gangi convey his point of view? Turn to a partner and discuss. (*states the claim in the first sentence, supports the claim with reasons: responsibility to help around the house, being a family is a team effort, not everything in life comes with a reward*) Does either one make a stronger case than the other? (*No, because neither had evidence to support their claims.*) What is *TFK’s* purpose for printing this article? (*to present both sides of an issue, to let readers make their own decisions*)”

“4. In your writing activity, you will write arguments about the same question to express your own opinions. However, to strengthen your case you’ll provide evidence to support each reason.”

Reading Extension: On the back of the card, look at the “Think Like a Reader” questions. To support a collaborative environment, have students turn to a partner to discuss each question. Then, come together as a group to share. Suggested answers can be found on page 34.

This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Organization

The title and introductory text describe the topic of the article.

Opinion/
Argument

Card 3

Should Kids Be Rewarded for Doing Chores?

TFK readers offer their opinions in this debate.

Many kids help out around the house by doing chores. In return, some parents give their kids money or other rewards. These parents believe that their kids need incentives to do chores and that getting paid teaches a real-world lesson about the importance of working to earn money. "Kids need positive reinforcement to help motivate them," Chris Bergman, founder of ChoreMonster, a rewards app, told TFK. Susie Walton, a parenting educator and family coach, disagrees. She believes that by rewarding kids, parents are sending a message that work isn't worth doing unless you get something in return. "A household is a team effort," she says. Here, two readers offer their opinions.

—By TFK Staff

Opinion/
Argument

Aavani Raj, 10
Foster City, California

YES
Kids should be rewarded for doing chores. If kids are rewarded, it encourages them to do more. Helping out with chores teaches kids to be independent. It helps prepare them for when they move out of the house. In addition, getting paid is a win-win situation: Kids get rewards, and parents get help. While earning money, kids also learn how to manage their finances. Rewards motivate kids and help them feel happy while doing their chores. If kids don't get rewarded, parents will have to deal with grumpy kids.

Joey Gangi, 12
Syosset, New York

NO
Kids should not be rewarded for doing chores. Every kid has a responsibility to help around the house. Kids should not have to be motivated to help their families. Being a part of a family is a team effort. Kids should not think that everything in life comes with a reward. When children face the real world, they won't get rewarded for every little thing. Adults don't get rewarded with an extra lunch hour for doing their work, so why should kids get extra computer, TV, or video-game time?

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Supporting Reasons

The position that **kids should be rewarded for doing chores** is clearly supported with reasons and evidence.

Author's Purpose

This is an opinion/argument text, but it is not about the author's opinion. Its purpose is to **describe others' opinions and help readers form their own opinions**. For this reason, both sides of the argument have equal time and space to explain their positions. Both sides are represented by a kid expert.

Supporting Reasons

The position that **kids should not be rewarded for doing chores** is clearly supported with reasons and evidence.



This activity can also be completed digitally using the **Focus on Reading** and **Focus on Writing** sections of the Technology Platform.

Language Practice

Students will identify and correct inappropriate shifts in pronoun numbers and people.

1. *Pronouns* are words that rename nouns. These nouns are called *antecedents*. A pronoun must agree in number (singular, plural) and *person* (first person, second person, or third person) with its antecedent. An incorrect shift from a third-person antecedent (he, she, it) to a second-person pronoun (you) is a common grammatical error. To make writing clear, avoid incorrect shifts in pronoun number and person. See the examples to the right and in the *Student Handbook*, page 20.
2. Have students turn to the Pronoun-Antecedent Agreement activity sheet (*Student Handbook*, page 21) and complete it independently or in pairs.
3. When complete, share and discuss, using the Answer Key below.

Examples

Incorrect Shift in Pronoun Number

When a softball player gets hit by a pitch, they get an automatic walk.

Correct

When a softball player gets hit by a pitch, he or she gets an automatic walk.

When a softball player gets hit by a pitch, she gets an automatic walk.

When softball players get hit by pitches, they get automatic walks.

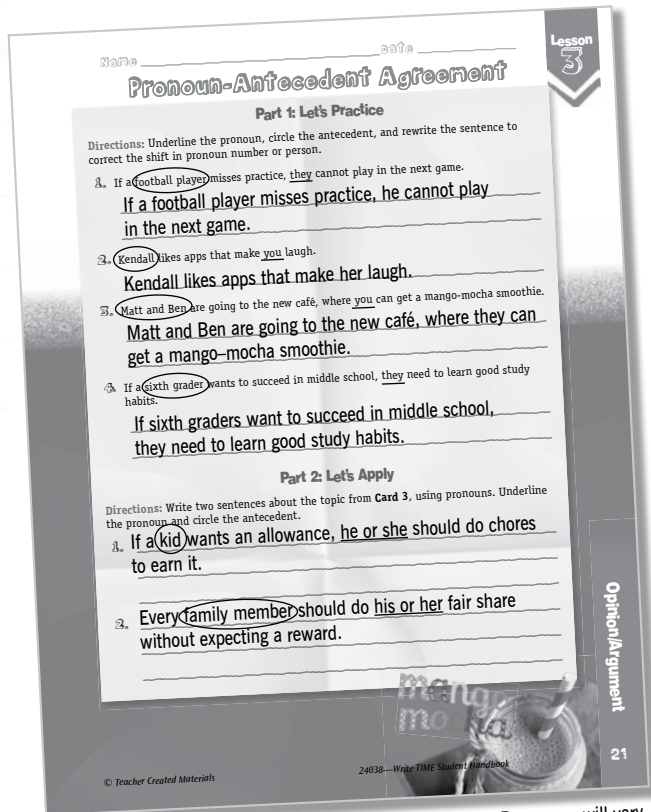
Incorrect Shift in Pronoun Person

When our family goes camping, you will not get Wi-Fi connection for electronics.

Correct

When our family goes camping, we will not get Wi-Fi connection for electronics.

When you go camping with my family, you will not get Wi-Fi connection for electronics.



Note: Responses will vary.



Use the **Focus on Language** section of the Technology Platform to show students authentic application of the Language Skill.

The Writing Process

Students will write arguments to the text question. Before beginning the writing process, introduce the lesson's rubric and revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–71) as needed.

Prewriting

1. Introduce the writing lesson.

Voicing an opinion is easy, but convincing others to agree is more challenging. To write opinion pieces that gets readers to accept our perspectives, we must begin by clearly stating what we think or believe. This is the argument. Next, we'll support each reason with evidence. The claim and reasons are subjective—based on personal feelings—but the evidence should be as objective as possible. For example, on **Card 3**, Joey makes the claim that kids should not be rewarded for chores. He provides logical reasons as support. He says that families should work together. He also explains that adults don't get rewarded for extra things they do at work. His logical argument supports his opinion.

2. Make a two-column chart on the board. Label the columns *Claim* and *Reasons*. Work together to provide logical reasons to support each claim.

Collaborative Writing: In small groups, have students write counterclaims.

3. Model how to plan your writing using the To Reward or Not to Reward Argument Graphic Organizer (*Student Handbook*, page 22) with the examples provided in Drafting Step 1. Scaffolded graphic organizers are available on the Technology Platform. Then, have students complete their graphic organizers independently.

Art of Persuasion

In any attempt to persuade readers, claims should always be presented logically.

Drafting

1. Model how to use the graphic organizer to create a draft of your argument.

I'll argue in favor of kids getting rewarded for chores. I'll begin by clearly stating my side of the argument: *Kids should be rewarded*. I'll state three logical claims and add additional support for each by providing factual evidence that I found in my research. I'll write *The financial magazine, Kiplinger, suggests that by understanding the value of money and how it is earned, children will be able to understand the cost of items*. I will finish with my other claims and their supporting reasons. I'll end by acknowledging the counterclaim, which is the opposing viewpoint. This shows that I thought about both sides of the argument. *Some will argue that kids should not be rewarded because it creates an unrealistic expectation, but research shows they learn money's true value.*

2. Have students draft their responses on the To Reward or Not to Reward Argument Draft (*Student Handbook*, page 24).

Differentiated Instruction

1 Language Support: In groups, provide additional practice for supporting claims with reasons and evidence. Practice with familiar subjects, such as music or movies. The To Reward or Not to Reward Argument Frame (*Student Handbook*, page 23) is provided for additional drafting support.

2 Challenge: Encourage students to directly quote credible evidence instead of paraphrasing.



This activity can also be completed digitally using the **Graphic Organizer** and **Writing Task** sections of the Technology Platform.

The Writing Process

Revising and Editing

1. After the piece is complete, demonstrate how to revise and edit your own argumentative response by highlighting the reasons in one color and at least one pronoun-antecedent agreement in another color. Invite students to offer suggestions on how to improve your response so that its descriptive details convey an experience or event. After sharing, model how you will revise and edit your persuasive response based on the feedback you received.
2. Invite students to highlight reasons in their own argumentative responses in one color and at least one pronoun-antecedent agreement in another color.

Collaborative Writing: In pairs, have students share their argumentative responses. Charge each student with offering a compliment, a suggestion, or a question about the content, such as *I like the logical reasons you suggest, or Maybe this pronoun-antecedent needs to change to ____*. Circulate and monitor student feedback as they share. Specificity is the heart of feedback, such as *You should state your claim in the first sentence so readers know exactly what the persuasive response is about*. Encourage students to revise and edit their writings based on peer feedback.



Digital Writing Practice: If possible, students should complete their revising and editing using the Technology Platform from which they can print their final drafts.

✓ Assessment

1. Revisit the Essential Question by having students explain how they organized their claims and used reasons and evidence to clearly support their opinions.
2. Have students self-assess their writing using their draft activity sheet directions (*Student Handbook*, page 24). Then, assess students' writing using the rubric on page 33. If possible, conference individually with each student, providing your feedback and offering next steps.

Collaborative Writing: In pairs, have students assess each other's writing, using the draft activity sheet directions.

3. Store students' argumentative responses in their writing folders.

Publishing Ideas

Display students' final drafts on a Pros and Cons bulletin board with the pro responses on one side and the con responses on the other side. Provide sticky notes near the bulletin board and require students to read their classmates' essays, providing written feedback for at least three responses. Ask students to sign their names to ensure that positive and constructive feedback is provided.



Learn from the Experts

For more information about the craft of writing, read what the author has to say in "Listen to the Author" on the back of the card.

Writing Rubric

Use this rubric to assess students' writing, assigning a number to each part and averaging the four for a final mark. For example, a 4 for Claim, a 3 for Organized Reasons, a 2 for Appropriate Style, and a 3 for Language averages to a 3 overall ($12 \div 4 = 3$).

	4	3	2	1
Claim	The claim clearly states an opinion in the first sentence of the writing, and the counterclaim is expertly acknowledged.	The claim states an opinion in the beginning of the writing, and the counterclaim is acknowledged.	The claim states an opinion, and an attempt to acknowledge the counterclaim is present.	A claim is made, but the statement lacks clarity. The counterclaim seems to be missing.
Organized Reasons	Logical reasons are expertly organized to support the claim.	Logical reasons are organized to support the claim.	Some logical reasons support the claim, but organization is lacking.	Reasons lack clarity or are irrelevant. Claim needs more support.
Appropriate Style	Word choices expertly create a style appropriate to task, audience, and purpose.	Word choices create a style appropriate to task, audience, and purpose.	Most word choices create a style appropriate to task, audience, and purpose.	Few word choices are appropriate to task, audience, or purpose.
Language (Grammar, Usage, and Mechanics)	The piece demonstrates mastery of pronoun-antecedent agreement.	The piece demonstrates skill with pronoun-antecedent agreement.	The piece demonstrates some grasp of pronoun-antecedent agreement.	The piece demonstrates limited understanding of pronoun-antecedent agreement.



Lesson Extensions

Think Like a Reader Suggested Answers

1. The two points of view presented are for and against kids being rewarded for doing chores.
2. Aavani Raj gives these reasons to support her claim: Kids win because they get rewards, and parents win because they get help with chores. Joey Gangi gives this reason to support his claim: Being a part of a family is a team effort.
3. Answers will vary but may include *I think kids should not be rewarded for doing chores because they need to learn how to take care of a house when they grow up.*

Think Like a Writer Suggested Answers

1. The author opts to organize the article into two points of view.
2. Answers will vary but may include *The author chooses to present opposing claims so readers can decide which opinion they agree with.*



Digital Writing Practice

Encourage students to think about today's Lesson about opinion/argument writing. Then, read aloud and discuss the Lesson 3 Writing Prompt found on the Digital Resources USB Device.

Note: To set up students for success, brainstorm ideas along with key words and offer genre-specific support.

Home Extensions

1. Have students share their responses with their families. Then, have students interview adults at home to find out if they got rewarded for chores when they were kids. Remind students to ask interviewees to explain the reasons why. Students can share their findings with classmates.
2. If desired, ask students to complete the *Write TIME* activity on the back of the card as a homework activity or as an in-class extension.



Opinion/
Argument

Card 3

Should Kids Be Rewarded for Doing Chores?

TFK readers offer their opinions in this debate.

Many kids help out around the house by doing chores. In return, some parents give their kids money or other rewards. These parents believe that their kids need incentives to do chores and that getting paid teaches a real-world lesson about the importance of working to earn money. “Kids need positive reinforcement to help motivate them,” Chris Bergman, founder of ChoreMonster, a rewards app, told TFK. Susie Walton, a parenting educator and family coach, disagrees. She believes that by rewarding kids, parents are sending a message that work isn’t worth doing unless you get something in return. “A household is a team effort,” she says. Here, two readers offer their opinions.

—By TFK Staff

Opinion/
Argument

Aavani Raj, 10
Foster City, California

2 Kids should be rewarded for doing chores. If kids are rewarded, it encourages them to do more. Helping out with chores teaches kids to be independent. It helps prepare them for when they move out of the house. In addition, getting paid is a win-win situation: Kids get rewards, and parents get help. While earning money, kids also learn how to manage their finances. Rewards motivate kids and help them feel happy while doing their chores. If kids don’t get rewarded, parents will have to deal with grumpy kids.

YES
NO

Joey Gangi, 12
Syosset, New York

3 Kids should not be rewarded for doing chores. Every kid has a responsibility to help around the house. Kids should not have to be motivated to help their families. Being a part of a family is a team effort. Kids should not think that everything in life comes with a reward. When children face the real world, they won’t get rewarded for every little thing. Adults don’t get rewarded with an extra lunch hour for doing their work, so why should kids get extra computer, TV, or video-game time?

Pronoun-Antecedent Agreement

Pronouns are words that rename nouns. These nouns are called **antecedents**. A **pronoun must agree in number** (singular, plural) **and person** (first person, second person, or third person) **with its antecedent**. An incorrect shift from a third-person antecedent (he, she, it) to a second-person pronoun (you) is a common grammatical error. To make writing clear, avoid incorrect shifts in pronoun number and person.

Examples

Incorrect Shift in Pronoun Number

When a softball player gets hit by a pitch, they get an automatic walk.

Incorrect Shift in Pronoun Person

When our family goes camping, you will not get Wi-Fi connection for electronics.

Correct

When a softball player gets hit by a pitch, he or she gets an automatic walk.

When a softball player gets hit by a pitch, she gets an automatic walk.

When softball players get hit by pitches, they get automatic walks.

When our family goes camping, we will not get Wi-Fi connection for electronics.

When you go camping with my family, you will not get Wi-Fi connection for electronics.



Pronoun-Antecedent Agreement

Part 1: Let's Practice

Directions: Underline the pronoun, circle the antecedent, and rewrite the sentence to correct the shift in pronoun number or person.

1. If a football player misses practice, they cannot play in the next game.

2. Kendall likes apps that make you laugh.

3. Matt and Ben are going to the new café, where you can get a mango-mocha smoothie.

4. If a sixth grader wants to succeed in middle school, they need to learn good study habits.

Part 2: Let's Apply

Directions: Write two sentences about the topic from **Card 3**, using pronouns. Underline the pronoun and circle the antecedent.

1. _____

2. _____

mango
mocha



To Reward or Not to Reward Argument Graphic Organizer

Directions: Use this graphic organizer to plan your argument.

Argument

Claim 1

Reason

Claim 2

Reason

Claim 3

Reason

Counterclaim

 **Check It**

I used correct pronoun-antecedent agreement in my argument.

To Reward or Not to Reward Argument Frame

Directions: Use this frame to write your argument.

Kids _____ be rewarded for doing chores because

_____ **claim 1** _____
Research shows _____ **reason** _____

Also important is _____ **claim 2** _____
Evidence proves that _____ **reason** _____

Lastly, _____ **claim 3** _____
This is shown to _____ **reason** _____

Many will argue the opposite. _____ **counterclaim** _____



To Reward or Not to Reward Argument Draft

Directions: Your argument must include:

1. A claim in the introduction and a counterclaim in the conclusion
2. Reasons that support the claim
3. An appropriate style
4. Correct pronoun-antecedent agreement



A large writing area consisting of approximately 20 horizontal blue lines on a light gray background, intended for drafting an argument.



Should Kids Be Rewarded for Doing Chores?

TFK readers offer their opinions in this debate.

Many kids help out around the house by doing chores. In return, some parents give their kids money or other rewards. These parents believe that their kids need incentives to do chores and that getting paid teaches a real-world lesson about the importance of working to earn money. “Kids need positive reinforcement to help motivate them,” Chris Bergman, founder of ChoreMonster, a rewards app, told TFK. Susie Walton, a parenting educator and family coach, disagrees. She believes that by rewarding kids, parents are sending a message that work isn’t worth doing unless you get something in return. “A household is a team effort,” she says. Here, two readers offer their opinions.

-By TFK Staff



Aavani Raj, 10
Foster City, California

YES

Kids should be rewarded for doing chores. If kids are rewarded, it encourages them to do more. Helping out with chores teaches kids to be independent. It helps prepare them for when they move out of the house. In addition, getting paid is a win-win situation: Kids get rewards, and parents get help. While earning money, kids also learn how to manage their finances. Rewards motivate kids and help them feel happy while doing their chores. If kids don't get rewarded, parents will have to deal with grumpy kids.

Joey Gangi, 12
Syosset, New York

NO

Kids should not be rewarded for doing chores. Every kid has a responsibility to help around the house. Kids should not have to be motivated to help their families. Being a part of a family is a team effort. Kids should not think that everything in life comes with a reward. When children face the real world, they won't get rewarded for every little thing. Adults don't get rewarded with an extra lunch hour for doing their work, so why should kids get extra computer, TV, or video-game time?

Introducing Claims and Organizing Reasons

Vocabulary

incentives (*noun*): things that encourage people to do something

motivate (*verb*): to give a reason for doing something

reinforcement (*noun*): encouragement

Write TIME

- Do kids need their own spending money each week? Write your opinion and give reasons to support it.
- Read an editorial published in a newspaper or online. Make a list of the claims made by the author, the reasons to support the claims, and the sources the author refers to.

Think Like a Reader

- 1 What are the two points of view presented?
- 2 What reasons are given to support each claim?
- 3 What is your position?

Think Like a Writer

- 1 How does the author opt to organize the article?
- 2 Why does the author choose to present opposing claims?

Listen to the Author

The introduction to “Should Kids Be Rewarded for Doing Chores?” gives the differing opinions of two people. Because of their professions and experience, Chris Bergman and Susie Walton can be considered reliable sources on the topic at hand. The article gives each expert’s claims and reasons to support the claims. Then, Aavani and Joey make the case for their opinions on the topic.

Claims Need Reasons

Writing persuasive opinion pieces may seem like a simple thing. But it’s not simple at all. It’s somewhat of a construction project, but you work from the top down. First, you need to include a clear statement of your claim—what you think or believe. Then, you give the reasons for your opinion. Next comes the evidence that supports the reasons. The reasons and the evidence are what hold up your opinion. As with all forms of construction, it’s important to build a strong foundation!