

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

## **Write TIME FOR KIDS— Level 5**

**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 <sup>in</sup> which  
**Children** love to Learn!

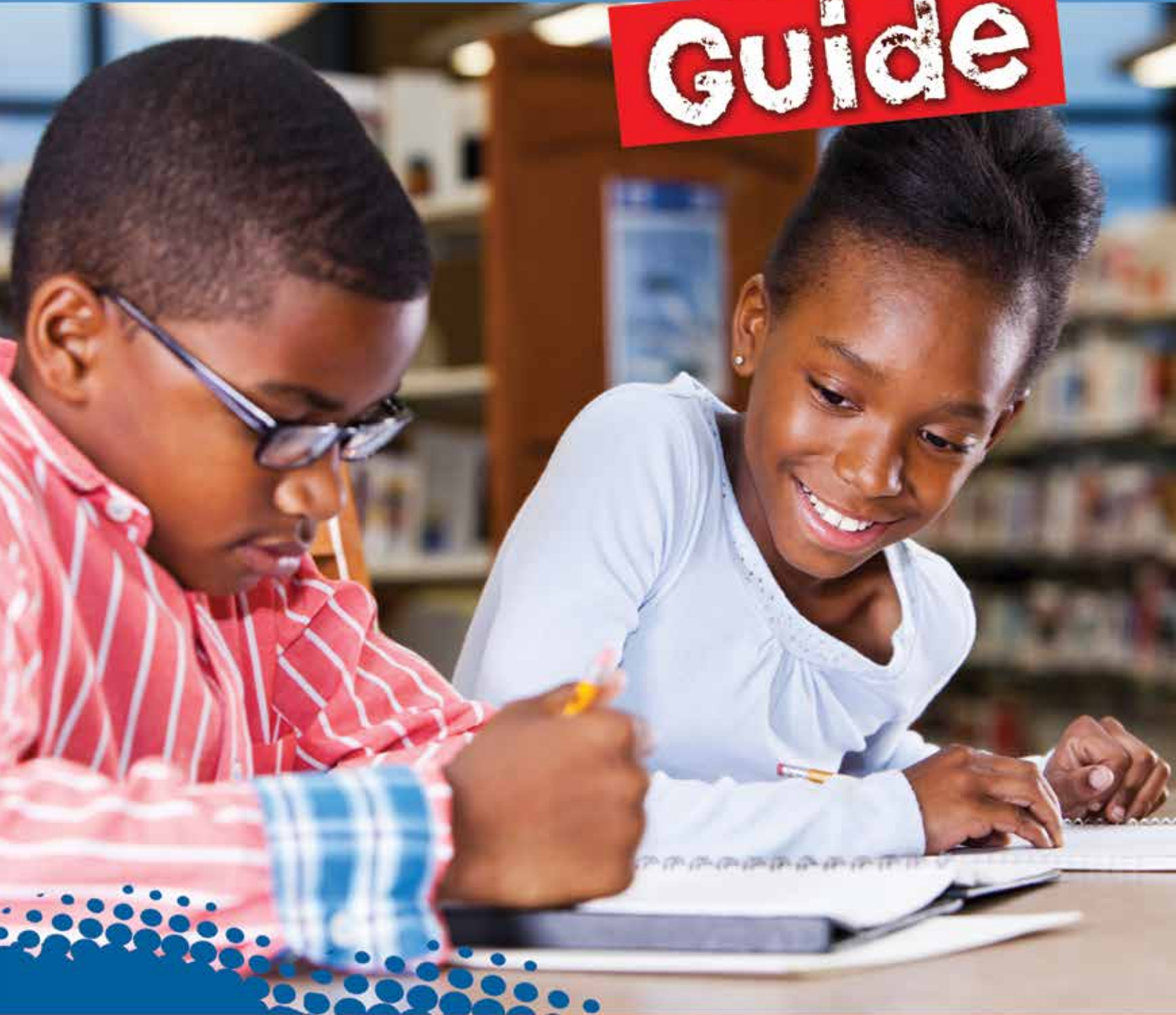
800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)

Write  
TIME  
FOR KIDS

Level 5

# Best Practices

Guide



## Program Welcome

Welcome Letter.....	4
---------------------	---

## Best Practices

Analyzing Mentor Texts .....	5
Reading and Writing Connection.....	8
The Writing Process.....	10
Traits of Good Writing .....	16
Writing in the Genres .....	18
Using a Writer’s Workshop Model.....	23
Assessment .....	29
Giving and Receiving Feedback .....	33
Journaling .....	37
Shared Writing .....	38
Research.....	39

## Program Features

Instructional Settings.....	42
Differentiated Instruction .....	43
Language Support.....	46
Vocabulary Instruction .....	48
Home Support .....	50
Problem-Based Learning .....	53
How to Use This Product .....	55
Program Components.....	55
Lesson Components.....	56
Using the Technology Platform .....	58
Model Lesson: Opinion/Argument .....	60
Model Lesson: Informative/Explanatory .....	72
Model Lesson: Narrative Nonfiction .....	83
Model Lesson: Narrative Fiction .....	93
Planning for Instruction .....	104
Pacing Plans.....	104
Standards Correlations.....	107
Series Scope and Sequence.....	114
Reading Level Correlations .....	144

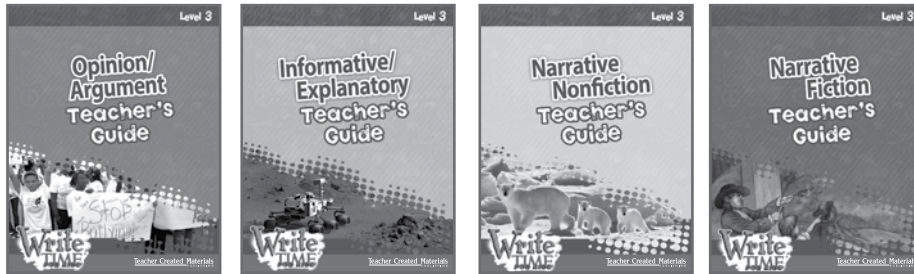
## Appendices

References Cited .....	146
<i>TIME For Kids</i> ® Magazine Templates .....	151
Planning Your Magazine.....	158
Index of Mentor Text Card Topics .....	159
Index of Traits of Writing.....	160
Digital Resources Charts.....	161

# How to Use This Product

## Program Components

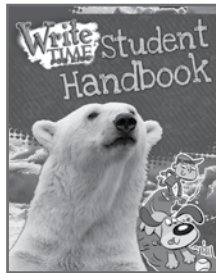
### Teacher's Guides



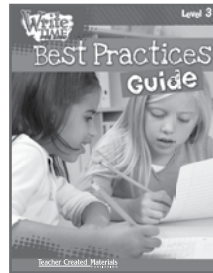
### 32 Mentor Text Cards



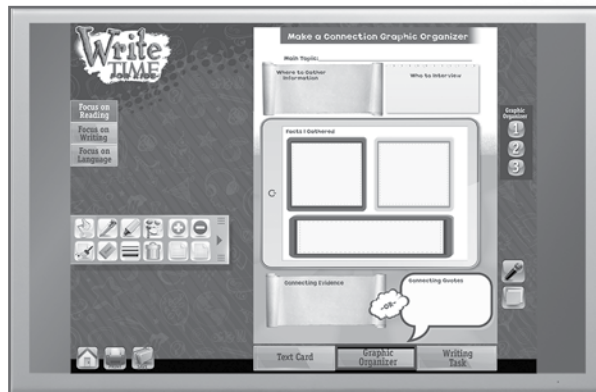
### Student Handbook



### Best Practices Guide



### Technology Platform

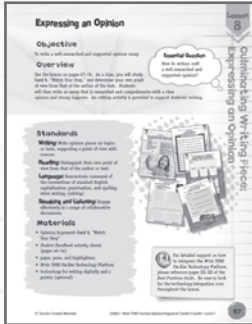


# How to Use This Product (cont.)

## Lesson Components

### Teacher's Guide

Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all 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.



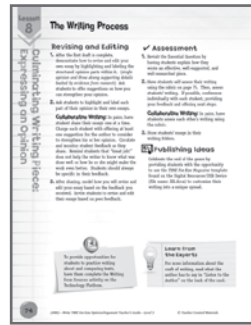
**Overview:** Includes key information for planning (standards and a list of materials).



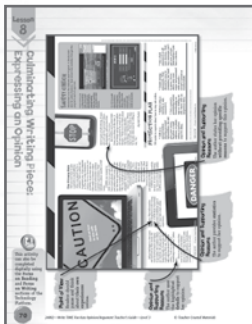
**The Writing Process:** Includes Prewriting and Drafting instruction, using a graphic organizer, frame, and draft page.



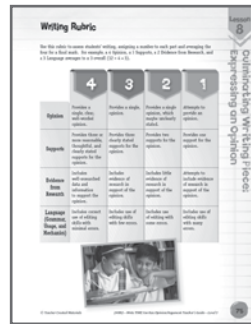
**Analyzing the Mentor Text:** Introduces the text and key vocabulary words, as well as provides close reading instruction.



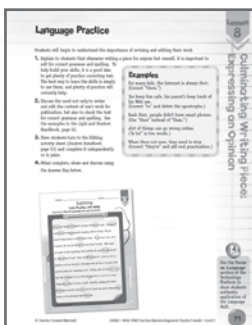
**The Writing Process:** Includes Revising, Editing, Assessment, and Publishing Ideas.



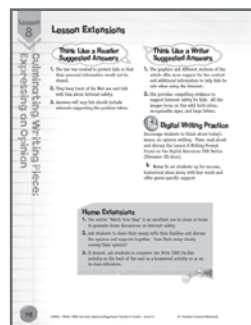
**Annotating the Mentor Text:** Introduces annotations to support analyzing the Mentor Text and to build a reading and writing connection.



**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.



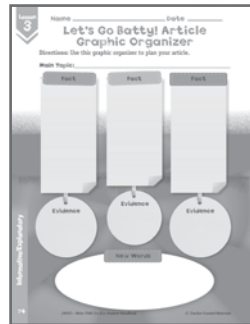
**Lesson Extensions:** Offers answers to the "Think Like a Reader" and "Think Like a Writer" questions, a Digital Writing Practice activity, and suggestions for Home Extensions.

# Student Handbook

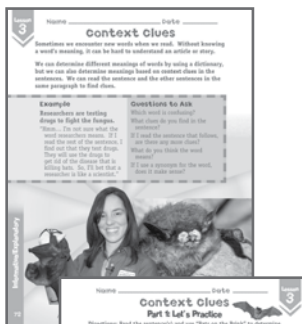
Each lesson in the *Teacher's Guide* corresponds to pages in the *Student Handbook*.



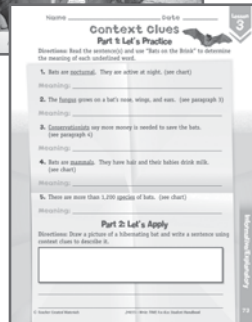
**Mentor Text Card:**  
Supports close reading with a student-friendly version of the card for easy annotations and highlights.



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



**Language Practice:**  
Includes an introduction and 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.



**Draft 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.

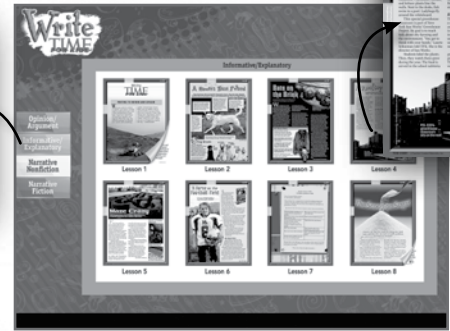
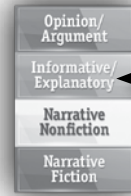


# How to Use This Product (cont.)

## Using the Technology Platform

### Getting Started

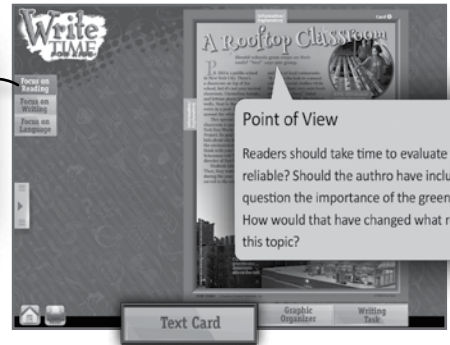
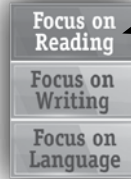
- Select from one of the four genres.
- Select the card for the day's lesson.



### 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.

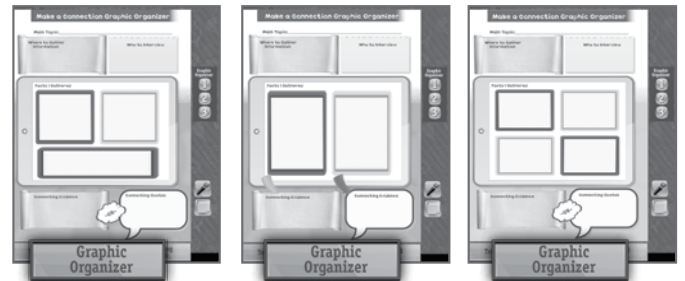


### The Writing Process

#### Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organizer** tab:

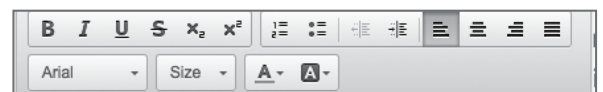
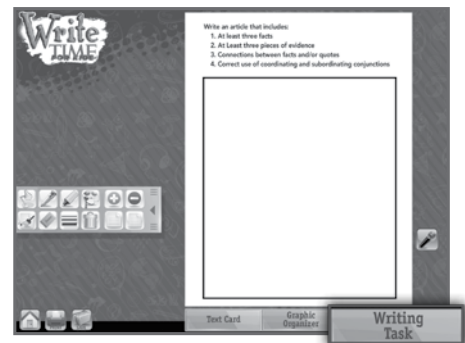
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson, as well as various levels of writing needed.



#### Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

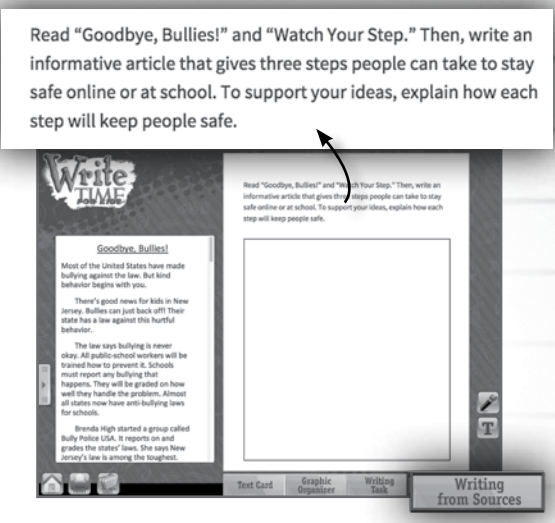
- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



## 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, provide feedback, etc. Students may record themselves reading, respond to teachers, etc. 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.



# Writing an Analysis

## Objective

To analyze data and information to form an opinion about what matters most to children by crafting a speech.

## Overview

Use the lesson plan on pages 59–66. As a class, you will study **Card 7**, “What Kids Think,” and use data and information from the article to answer questions and support their opinions. Students will then craft speeches using information from the text to support their analyses and points of view. A word parts language activity is provided to support students’ writing.

### Essential Question

How do writers analyze and use data and information to support their opinions?

## Standards

**Writing:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

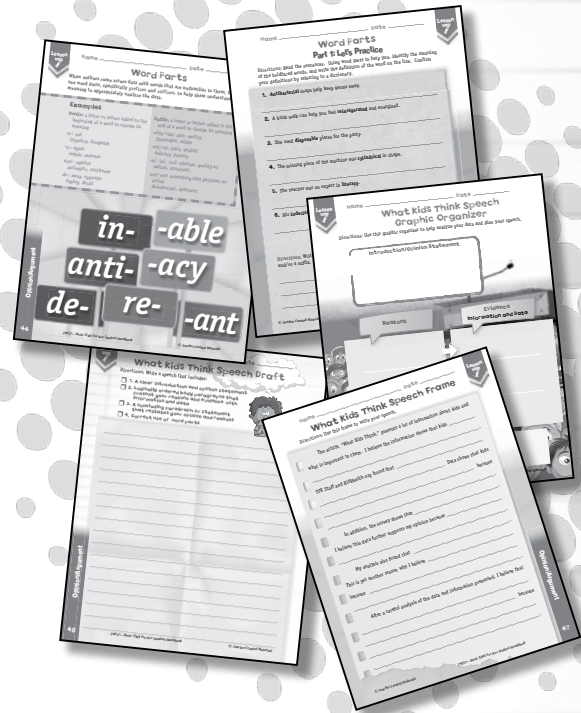
**Reading:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**Language:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. (*word parts*)

**Speaking and Listening:** Summarize a written text read aloud or information presented in diverse media and formats.

## Materials

- Opinion/Argument **Card 7**, “What Kids Think”
- *Student Handbook* activity sheets (pages 43–48)
- pencils, pens, and highlighters
- *Write TIME For KIDS* Technology Platform
- technology for writing digitally and a printer (*optional*)



For detailed support on how to integrate the *Write TIME For KIDS* 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 7**, “What Kids Think,” and use data and information from the article to support their opinions and answer questions.

“**1.** In ‘What Kids Think,’ TFK Staff and KidsHealth.org present data about what kids feel is important to them during President Obama’s first four years in office.”

**2.** Display **Card 7**, “What Kids Think.” Have students independently read the card. Then, read it aloud as students follow along in their *Student Handbooks* on page 43.

**Note:** For additional support, play the audio recording of the card from the Technology Platform, or engage students in a choral or paired reading.

**Vocabulary:** See the reverse side of the card for potentially challenging vocabulary definitions (*anxiety, emphasis, vital*). To familiarize students with the words, find them in the article and use context clues to guess the meaning. (*anxiety: worry, concerned; emphasis: importance; vital: important*) Then, have students compare their guesses with the dictionary definitions.

**3.** Have students independently read the card once more, paying special attention to the role research plays in the text. Then, read it aloud. As you read, draw attention to the annotations provided on page 61. Have students selectively annotate their copies (*Student Handbook*, page 43).

“After reading ‘What Kids Think,’ I have learned a lot about kids, what they worry about, and what is important to them. As authors, we are presented with lots of information on different topics. We can analyze this information and form an opinion about it. When we analyze something, we carefully study its parts and how they are related to one another. We need to read deliberately and purposefully when we analyze a text and answer questions. This helps us find connections between what we believe and the information presented.”



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



**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 and discuss each question. Then, come together as a group to share. Suggested answers can be found on page 66.

**Opinion and Supporting Reasons**

In this article, the author **analyzes** a poll that **summarizes** the opinions of 5,000 kids.

**Opinion and Supporting Reasons**

The introduction **summarizes** the results of the poll. The graphs provide facts and details to **support the conclusions** made in the body text.



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

Opinion/  
Argument

# What Kids Think

In 2014, Barack Obama gave a State of the Union speech. TFK and KidsHealth.org wanted to know how things are for kids. The graphs on this page show what more than 5,000 kids told us.



A majority of the kids who responded thought President Obama did a good job during his first term in office. But in that same time period, kids' anxiety about certain parts of their lives increased. The graph in *What Worries Kids* shows that kids were more concerned about bullying, homework, friendships, and tests in 2013 than they were in 2010. Maybe for that reason, kids seem to want less worry in their future careers. Take a look at *When You Grow Up*. Kids said that enjoying a job is more important than making money. Jobs could also be a factor in school subjects kids think are most important. You can see in *Math Matters* that a large percentage of kids think that math is vital to their future. Why? Perhaps because many jobs *require math skills*. Another possible reason is the growing emphasis on math testing in schools.

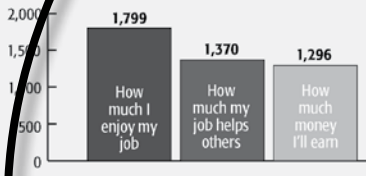
**President Obama's Grade**

Kids grades President Obama on his first four years in office.

A	37%
B	25%
C	13%
D	8%
F	17%

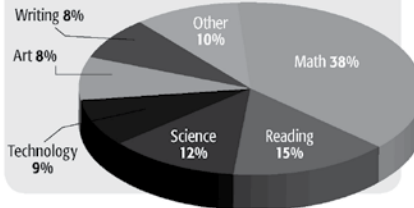
## When You Grow Up

When it comes to your future career, which factor is most important?



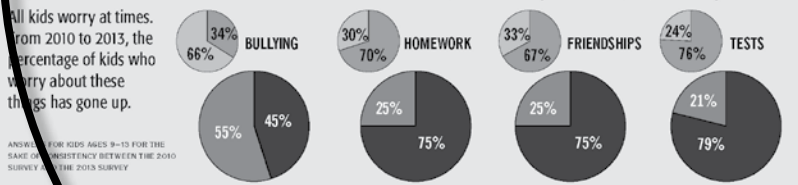
## Math Matters

What school subject is most important for your future?



## What Worries Kids

All kids worry at times. From 2010 to 2013, the percentage of kids who worry about these things has gone up.



ANALYSIS FOR KIDS AGES 9-13 FOR THE SAKE OF CONSISTENCY BETWEEN THE 2010 SURVEY AND THE 2013 SURVEY

THIS SURVEY WAS CONDUCTED ONLINE FROM OCTOBER TO DECEMBER 2012, AMONG A SAMPLE OF 5,832 CHILDREN AGES 7-15.

TCM 23862 ©Teacher Created Materials, Inc.

©TIME For Kids

## Doing Research

Students can **create their own polls** to deepen their research using simple online tools.

# Language Practice

Students will practice using word parts (prefixes and suffixes) to understand the meaning of words.

1. Explain that when authors come across data with words that are unfamiliar to them, they can use word parts, specifically *prefixes* and *suffixes*, to help understand the meaning to appropriately analyze the data. See the examples to the right and in the *Student Handbook*, page 44.
2. Have students turn to the Word Parts activity sheet (*Student Handbook*, page 45) and complete it independently or in pairs.
3. When complete, share and discuss using the Answer Key below.

## Examples

**Prefix:** a letter or letters added to the beginning of a word to change its meaning

*in-*: not  
injustice, incapable

*re-*: again  
regain, reassess

*anti-*: against  
antiseptic, antifreeze

*de-*: away, opposite  
deploy, derail

.....  
**Suffix:** a letter or letters added to the end of a word to change its meaning

*-able/-ible*: able, worthy  
edible, flammable

*-acy/-cy*: state, quality  
delicacy, privacy

*-al, -ial, -ical*: relation, quality of  
radical, structural

*-ant/-ent*: something that performs an action  
disinfectant, detergent

Name \_\_\_\_\_ Date \_\_\_\_\_

**Word Parts**  
**Part 1: Let's Practice**

Directions: Read the sentences. Using word parts to help you, identify the meaning of the boldfaced words, and write the definition of the word on the line. Confirm your definitions by referring to a dictionary.

1. Antibacterial soaps help keep germs away.  
**antibacterial**: destroys the growth of bacteria
2. A brisk walk can help you feel **reinvigorated** and energized.  
**reinvigorated**: to be filled with energy and vigor again
3. She used **disposable** plates for the party.  
**disposable**: ability to be thrown away after use
4. The missing piece of the machine was **cylindrical** in shape.  
**cylindrical**: to have a cylinder-like quality
5. The teacher was an expert in **literacy**.  
**literacy**: the quality or state of being literate or having the ability to read and write
6. His **indecisive** nature made shopping difficult.  
**indecisive**: not able to make a decision

**Part 2: Let's Apply**

Directions: Write two sentences about things children worry about using a prefix and/or a suffix.

Kids worry about their inability to complete their homework.

Kids worry about readjusting their schedules to finish their homework.

© Teacher Created Materials      24037—Write TIME For Kids Student Handbook      45



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



# The Writing Process

Students will analyze data and information from the article, form opinions on what is important to kids, and write speeches using the information from the text to support their analyses and opinions. Before beginning the writing process, introduce the lesson's rubric as well as revisit the Opinion/Argument Model Lesson in the *Best Practices Guide* (pages 60–70) as needed.

## Prewriting

1. What do you think is most important to kids: schoolwork or their life experiences? Look back at the text and the data presented with this question in mind. Good authors read with a purpose and with the intent to support their opinions.
2. Have students take a moment to review **Card 7** with the intent to support their opinions and determine their positions on the topics.

**Collaborative Writing:** In pairs, have students with the same points of view analyze the text and data. Have students discuss how the information they have found supports their opinion. Remind students it is possible for authors to look at the same information and perceive and analyze it differently.

3. As you begin to plan your analysis, it is important to organize the information you have. Use the What Kids Think Speech Graphic Organizer (*Student Handbook*, page 46) to help you plan your writing. Remember, you will need to refer to the article when presenting the information and data you will use as evidence. Phrases such as *TFK Staff and KidsHealth.org found that...*, give credit to the authors and their findings.
4. Scaffolded graphic organizers are available on the Technology Platform.

## Drafting

1. Model how to use the graphic organizer to write a draft of the essay.
2. Have students draft speeches using the What Kids Think Speech Draft (*Student Handbook*, page 48). Remind them to clearly state their opinions, analyze the information and data deliberately and intentionally, provide reasons and evidence (*information and data*), and include conclusions.

## Differentiated Instruction

- 1 **Language Support:** Have students work in pairs to create a list of statements that can be made using the information and data presented. Encourage students to use these statements when crafting their speeches. The What Kids Think Speech Frame (*Student Handbook*, page 47) is provided for additional drafting support.
- 2 **Challenge:** Have students develop another question that can be answered using the information and data presented.

## Art of Persuasion

Have students work with others who oppose their point of view during collaborative writing to persuade them to see their side of the issues.

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 first draft is complete, demonstrate how to revise and edit your own speech by highlighting and labeling each part. (*introduction, opinion statement, reasons, evidence [information and data], and concluding statement*) Invite students to offer suggestions on how to make your speech more powerful by adding or omitting information and data you analyzed.
2. Have students highlight their data-analysis statements and assess if they clearly connected their analyses to their opinions.

**Collaborative Writing:** In small groups, have students share their speeches one at a time. Remind them that the analyses of the data should be clear and appropriately referenced. Charge each student with offering at least two compliments and one suggestion for the author to consider. Remind students to comment on specific parts of each speech. The reviewer should always be specific in his or her feedback, saying something such as “You explained your opinion clearly and used reasons and evidence from sources to prove your point.” Circulate and monitor student feedback as they share.

3. After sharing, model how you will revise and edit your speech based on the feedback you received. Encourage students to revise and edit their writing 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 assess if they have effectively analyzed the data and information to support their opinions.
2. Have students self-assess their writing using the rubric on page 65. Then, assess student writing. 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 rubric.

3. Store a copy of students’ speeches in their writing folders.

## Publishing Ideas

Have students share their published writing with a younger class. Give the younger class the pieces to keep for a while to provide extra time to read and reread them. In addition to building reading skills, this also emphasizes to older students that they are published authors.



## 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 Introduction and Opinion Statement, a 3 for Reasons and Evidence, a 2 for Conclusion, and a 3 for Language averages to a 3 overall ( $12 \div 4 = 3$ ).

	4	3	2	1
Introduction and Opinion Statement	Begins written piece with a clear introduction and opinion statement.	Begins written piece with an introduction and opinion statement.	The introduction and/or opinion statement is weak or not obvious.	Attempts to provide an introduction that states an opinion.
Reasons and Evidence	Provides logical reasons supported by accurately quoted and relevant evidence (information and data) from the text.	Provides reasons supported by evidence (information and data) from the text.	Provides weak reasons or evidence (information and data).	Attempts to provide reasons and/or evidence.
Conclusion	Briefly and clearly restates opinion statement, reasons, and evidence.	Restates opinion statement, reasons, and evidence.	Includes an unclear or weak restating of the opinion statement.	Attempts to restate the opinion.
Language (Grammar, Usage, and Mechanics)	Includes correct use of word parts with minimal errors.	Includes use of word parts with few errors.	Includes use of word parts with some errors.	Includes use of word parts with many errors.

## Lesson Extensions

### Think Like a Reader Suggested Answers

1. The two organizations that wanted to know kids' answers to the questions were *TIME For Kids* and *KidsHealth.org*.
2. The pie chart, labeled *Math Matters*, describes which school subjects kids think are the most important for their future.
3. There are 67 percent of kids who were worried about friendships in 2010 and 75 percent of kids worried about friendships in 2013.

### Think Like a Writer Suggested Answers

1. The author chooses to share kids' opinions in this article with graphs.
2. Answers will vary but may include that the charts, narrative, and photograph provide data and information to convey the opinion of kids in this article.



### Digital Writing Practice

Encourage students to think about today's lesson on opinion writing. Then, read aloud and discuss the Lesson 7 Writing Prompt found on the Digital Resources USB Device.

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

### Home Extensions

1. Have students share their speeches with family members. Students should take a survey of different feelings their family members have on a particular topic. Then, students can present their information in graphs. Finally, families should analyze the data together.
2. If desired, ask students to complete the *Write TIME For Kids* activity on the back of the card as a homework activity or as an in-class extension.

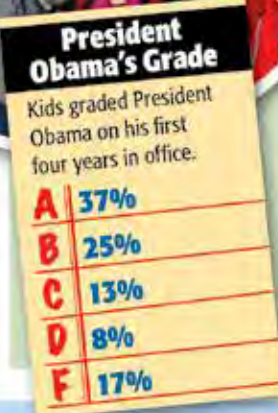


Opinion/Argument

Card 7

# What Kids Think

In 2014, Barack Obama gave a State of the Union speech. TFK and KidsHealth.org wanted to know how things are for kids. The graphs on this page show what more than 5,000 kids told us.



**1** A majority of the kids who responded thought President Obama did a good job during his first term in office. But in that same time period, kids' anxiety about certain parts of their lives increased. The graph in *What Worries Kids* shows that kids were more concerned about bullying, homework, friendships, and tests in 2013 than they were in 2010. Maybe for that reason, kids seem to want less worry in their future careers. Take a look at *When You Grow Up*. Kids said that enjoying a job is more important than making money. Jobs could also be a factor in school subjects kids think are most important. You can see in *Math Matters* that a large percentage of kids think that math is vital to their future. Why? Perhaps because many jobs *require math skills*. Another possible reason is the growing emphasis on math testing in schools.

## When You Grow Up

**2** When it comes to your future career, which factor is most important?



## Math Matters

**3** What school subject is most important for your future?



## What Worries Kids

**4** All kids worry at times. From 2010 to 2013, the percentage of kids who worry about these things has gone up.



## Word Parts

When authors come across data with words that are unfamiliar to them, they can use **word parts**, specifically **prefixes** and **suffixes**, to help them understand the meaning to appropriately analyze the data.

### Examples

**Prefix:** a letter or letters added to the beginning of a word to change its meaning

*in-*: not  
injustice, incapable

*re-*: again  
regain, reassess

*anti-*: against  
antiseptic, antifreeze

*de-*: away, opposite  
deploy, derail

**Suffix:** a letter or letters added to the end of a word to change its meaning

*-able/-ible*: able, worthy  
flammable, edible

*-acy/-cy*: state, quality  
delicacy, privacy

*-al, -ial, -ical*: relation, quality of  
radical, structural

*-ant/-ent*: something that performs an action  
disinfectant, deterrent

*in-*

*-able*

*anti-*

*-acy*

*de-*

*re-*

*-ant*

# Word Parts

## Part 1: Let's Practice

**Directions:** Read the sentences. Using word parts to help you, identify the meaning of the boldfaced words, and write the definition of the word on the line. Confirm your definitions by referring to a dictionary.

1. **Antibacterial** soaps help keep germs away.

---

2. A brisk walk can help you feel **reinvigorated** and energized.

---

3. She used **disposable** plates for the party.

---

4. The missing piece of the machine was **cylindrical** in shape.

---

5. The teacher was an expert in **literacy**.

---

6. His **indecisive** nature made shopping difficult.

---

## Part 2: Let's Apply

**Directions:** Write two sentences about things children worry about using a prefix and/or a suffix.

---

---

---

# What Kids Think Speech Graphic Organizer

**Directions:** Use this graphic organizer to help analyze your data and plan your speech.

**Introduction/Opinion Statement**

**Reasons**

**Evidence  
Information and Data**

**Conclusion**

# What Kids Think Speech Frame

**Directions:** Use this frame to write your speech.

The article, "What Kids Think," presents a lot of information about kids and what is important to them. I believe the information shows that kids \_\_\_\_\_

\_\_\_\_\_.

TFK Staff and KidHealth.org found that \_\_\_\_\_

\_\_\_\_\_. Data shows that kids

\_\_\_\_\_ because

\_\_\_\_\_.

In addition, the survey shows that \_\_\_\_\_.

I believe this data further supports my opinion because \_\_\_\_\_

\_\_\_\_\_.

My analysis also found that \_\_\_\_\_.

This is yet another reason why I believe \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_.

After a careful analysis of the data and information presented, I believe that

\_\_\_\_\_

\_\_\_\_\_ because

\_\_\_\_\_

\_\_\_\_\_.

# What Kids Think Speech Draft

**Directions:** Write a speech that includes:

- 1. A clear introduction and opinion statement
- 2. Logically ordered body paragraphs that present your reasons and evidence with information and data
- 3. A concluding paragraph or statement that restates your opinion and reasons
- 4. Correct use of word parts



A large writing area consisting of 20 horizontal blue lines on a white background, intended for the student to write their speech draft.

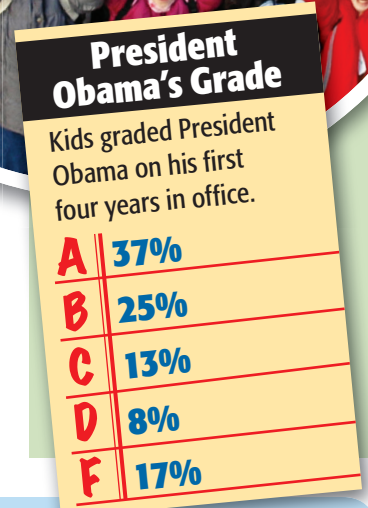
# What Kids Think

In 2014, Barack Obama gave a State of the Union speech. TFK and KidsHealth.org wanted to know how things are for kids. The graphs on this page show what more than 5,000 kids told us.



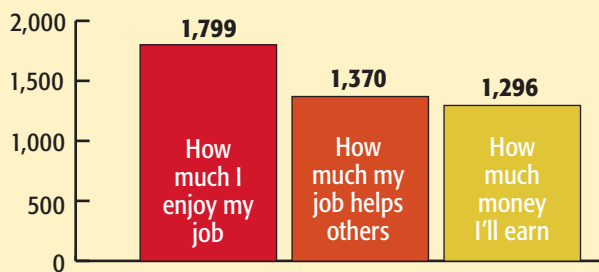
ALIBI PRODUCTIONS / ALAMY

**A** majority of the kids who responded thought President Obama did a good job during his first term in office. But in that same time period, kids' anxiety about certain parts of their lives increased. The graph in *What Worries Kids* shows that kids were more concerned about bullying, homework, friendships, and tests in 2013 than they were in 2010. Maybe for that reason, kids seem to want less worry in their future careers. Take a look at *When You Grow Up*. Kids said that enjoying a job is more important than making money. Jobs could also be a factor in school subjects kids think are most important. You can see in *Math Matters* that a large percentage of kids think that math is vital to their future. Why? Perhaps because many jobs *require math skills*. Another possible reason is the growing emphasis on math testing in schools.



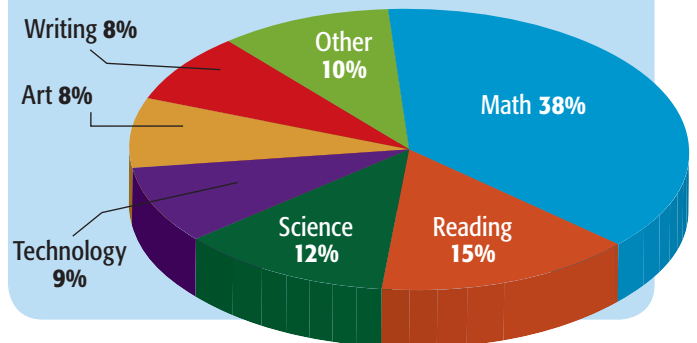
## When You Grow Up

When it comes to your future career, which factor is most important?



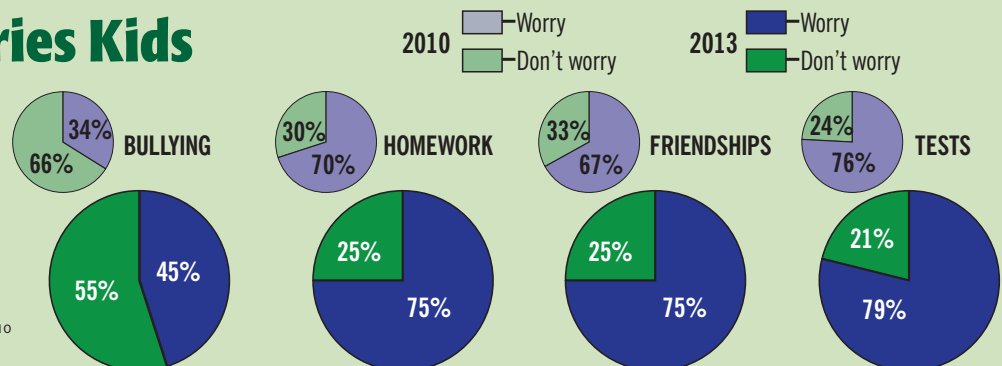
## Math Matters

What school subject is most important for your future?



## What Worries Kids

All kids worry at times. From 2010 to 2013, the percentage of kids who worry about these things has gone up.



ANSWERS FOR KIDS AGES 9-13 FOR THE SAKE OF CONSISTENCY BETWEEN THE 2010 SURVEY AND THE 2013 SURVEY

THIS SURVEY WAS CONDUCTED ONLINE FROM OCTOBER TO DECEMBER 2012, AMONG A SAMPLE OF 5,212 CHILDREN AGES 7-13.

# Writing an Analysis

## Vocabulary

**anxiety** (*noun*): a feeling of being worried or fearful

**emphasis** (*noun*): importance given to one thing over another

**vital** (*adjective*): essential, very important

## Write TIME

- Kids said writing and art were the least important school subjects. Choose one of those subjects and give your opinion about why it is important or is not very important.
- Write an analysis of the “What Worries Kids” survey results. Compare the results for 2010 and 2013 and give your opinion about what the results mean.

## Think Like a Reader

- 1 What two organizations wanted to know kids’ answers to these questions?
- 2 What does the pie chart called “Math Matters” describe?
- 3 What percentage of kids worried about friendships in 2010 and in 2013?

## Think Like a Writer

- 1 How does the author choose to share kids’ opinions in this article?
- 2 What role do the various charts, narrative, and photograph play in conveying the opinion of the kids?

## Listen to the Author

Before you form an opinion about something important, you should get as much information as possible about the topic. Your research should include getting facts as well as reading the opinions of others. That way, you’re able to apply your personal views to the topic in an informed, intelligent way. You’ll use the results of your research to support your opinion.

### Analyze It!

Maybe you’re writing a book review or, as with “What Kids Think,” you’re giving

your view on the broader meaning of facts and figures. In both cases, what you’re doing is analyzing what’s been written by someone else. That writing is full of evidence for you to think about, analyze, have a reaction to, and use as the basis for forming and expressing your own opinion. Make clear connections between the evidence and your analysis, and readers will understand the points you want to make.