

Write TIME FOR KIDS

Lessons and Activities

Level 8

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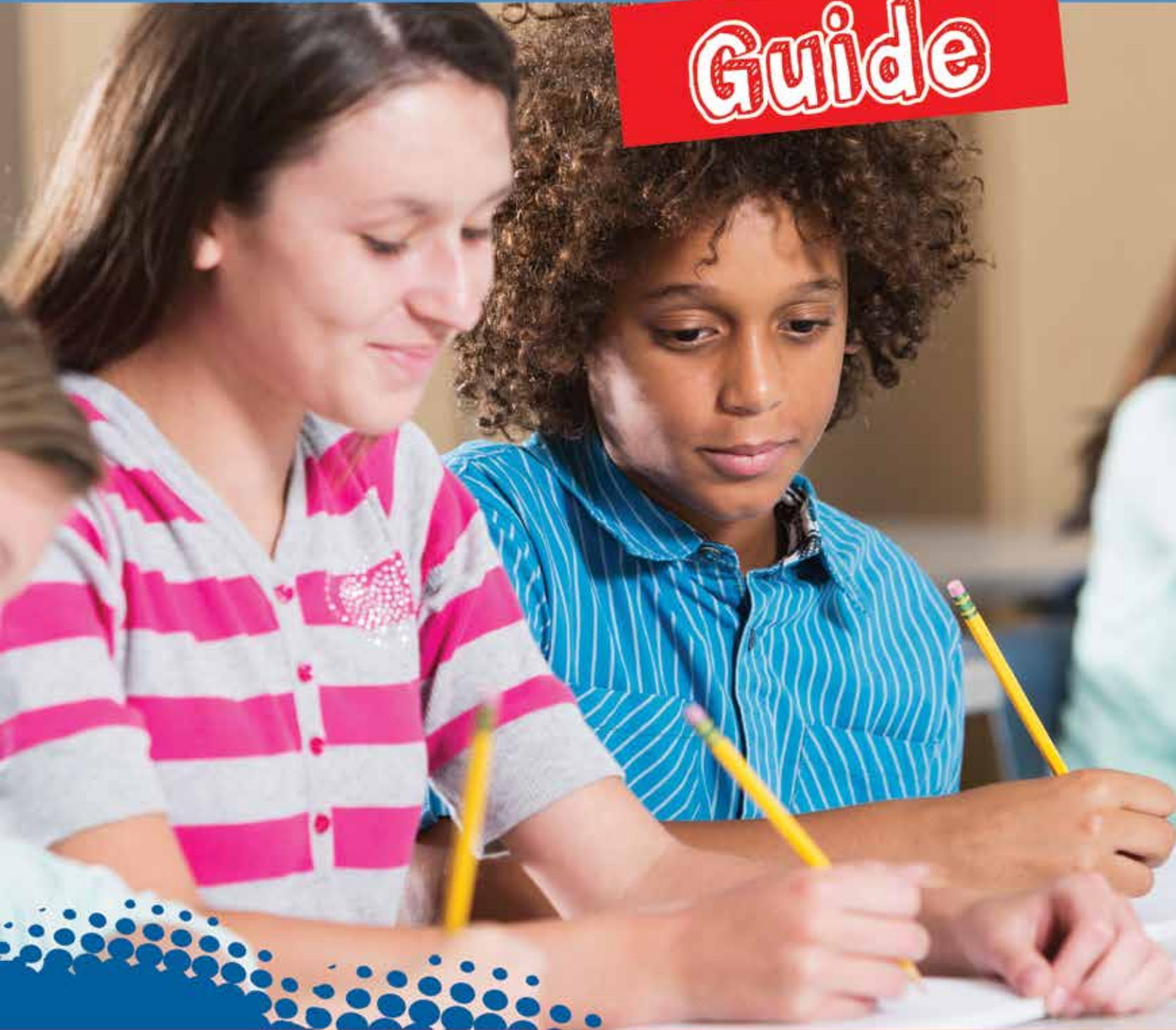


Write
TIME

Level 8

Best Practices

Guide



Teacher Created Materials
PUBLISHING

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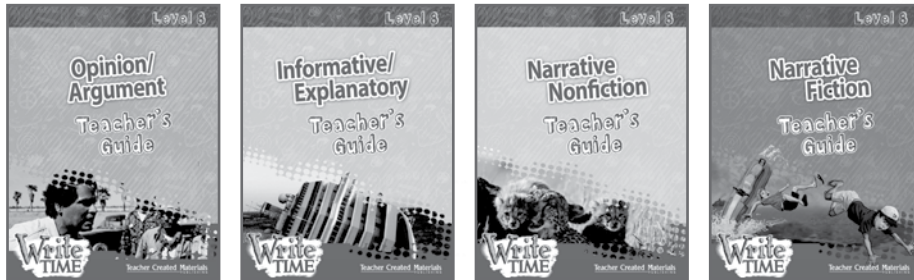
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How to Use This Product

Program Components

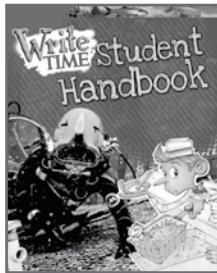
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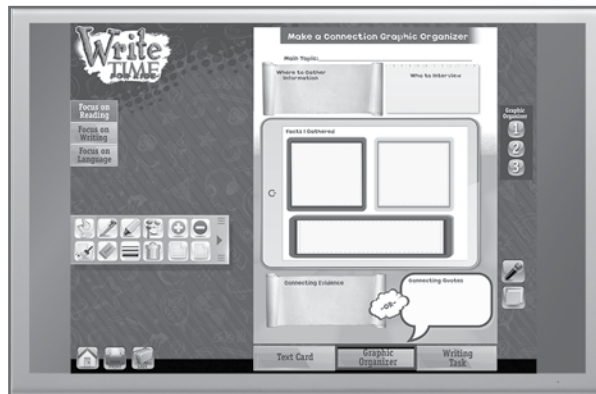
Student Handbook



Best Practices Guide



Technology Platform

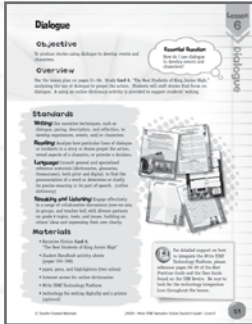


How to Use This Product (cont.)

Lesson Components

Teacher's Guide

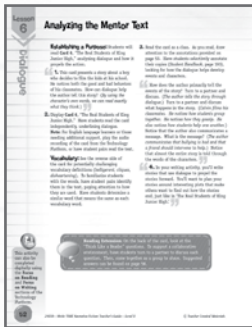
Each lesson is organized in a consistent format for easy use. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. The final lesson of each genre provides a culminating writing piece to showcase skills learned.



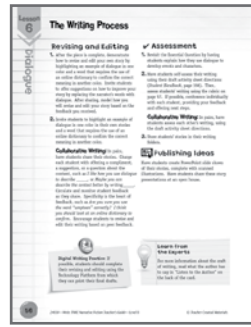
Overview:
Includes key information for planning (standards and a list of materials).



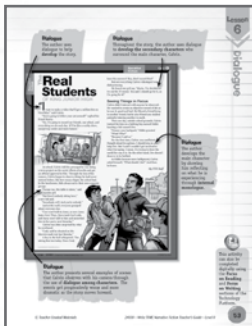
The Writing Process:
Includes Prewriting and Drafting instruction, using a graphic organizer, a frame, and a draft page.



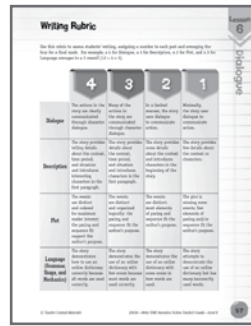
Analyzing the Mentor Text:
Introduces the text and key vocabulary words, and also provides close-reading instruction.



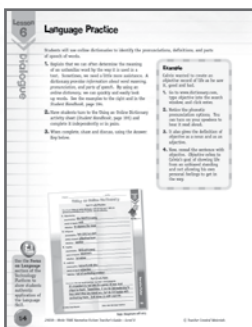
The Writing Process:
Includes Revising, Editing, Assessment, and Publishing Ideas.



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.



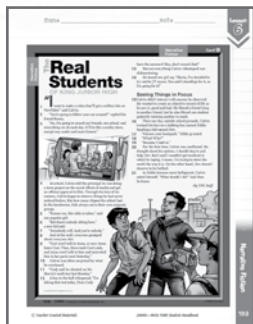
Language Practice:
Addresses the language skill and makes authentic connections to the Mentor Text.



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.

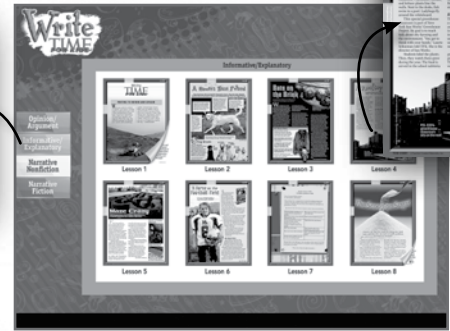
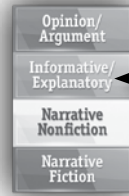


How to Use This Product (cont.)

Using the Technology Platform

Getting Started

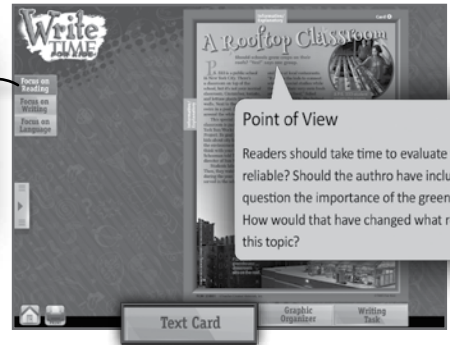
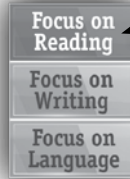
- Select from one of the four genres.
- Select the card for the day's lesson.



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.

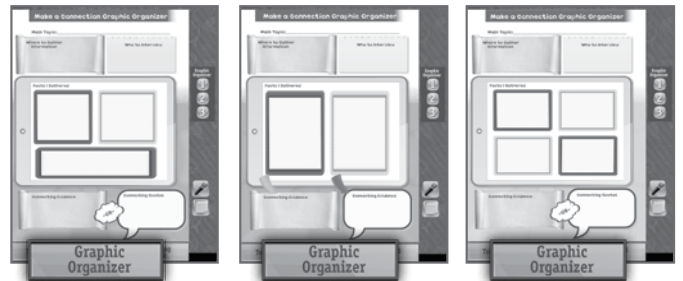


The Writing Process

Prewriting: Scaffolded Graphic Organizers

On the **Graphic Organizer** tab:

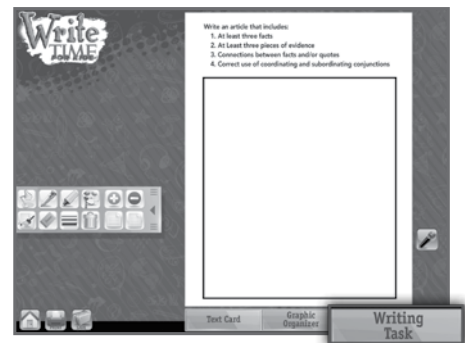
- Select from three graphic organizers that support the prewriting/brainstorming component of the lesson as well as various levels of writing needed.



Drafting, Revising, and Editing: Writing Task Draft Page

On the **Writing Task** tab:

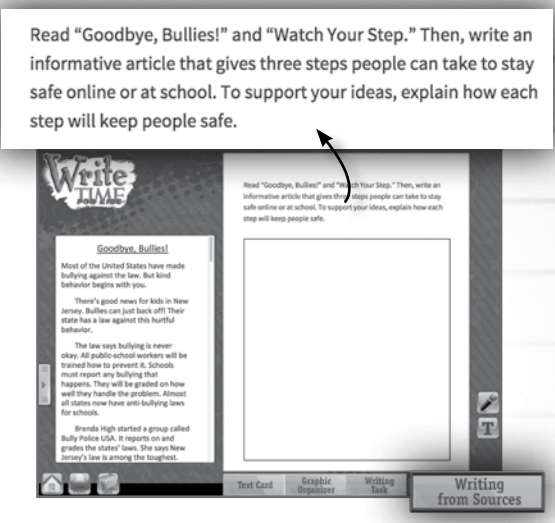
- Complete the drafting stage of the writing process in the *Student Handbook* or digitally by selecting Writing Task.
- Use the formatting tools provided (spacing, color coding, font size, style options) in the writing toolbar to complete the revising and editing stages.



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.

Organizing Reasons and Evidence

Objective

To craft posters with well-organized reasons and evidence.

Overview

Use the lesson plan on pages 51–58. Study **Card 6**, “Walter Dean Myers: Voice for Youth,” determining the meanings of words and phrases in the text. Students will craft posters about their favorite authors focusing on supporting reasons and evidence. A using dashes to create pauses activity is provided to support students’ writing.

Essential Question

How do I organize reasons and evidence in my writing?

Standards

Writing: Write arguments to support claims with clear reasons and relevant evidence.

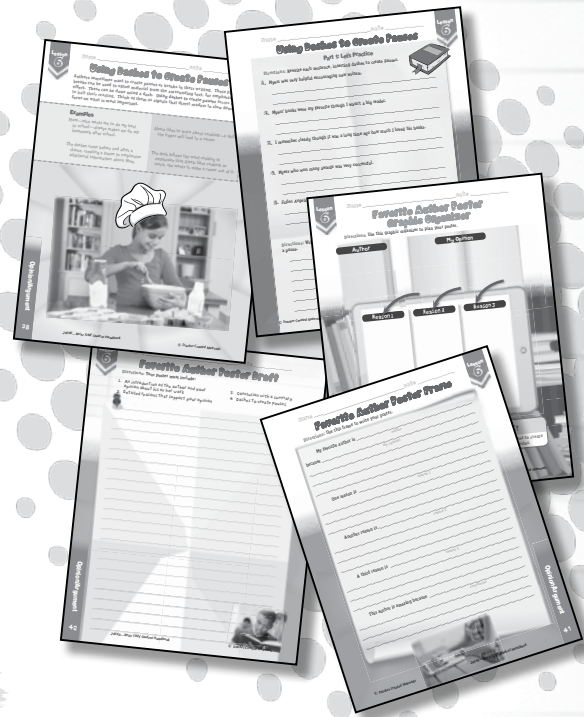
Reading: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Language: Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (*dash*)

Speaking and Listening: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Materials

- Opinion/Argument **Card 6**, “Walter Dean Myers: Voice for Youth”
- *Student Handbook* activity sheets (pages 37–42)
- paper, pens, and highlighters
- 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 6**, “Walter Dean Myers: Voice for Youth,” determining the meanings of words and phrases in the text.

“1. This card presents an article about an author of books for children and young adults. Walter Dean Myers’ books focus on the lives of African American children. We can see just by looking at the card that Myers wrote a number of books and won many awards. The title also calls Myers a voice for youth. Knowing all that, what do you think the author means? (*Myers spoke for young people in a way they could not.*) As we read, I want you to focus on the author’s choice of words when describing Myers.”

2. Display Opinion/Argument **Card 6**, “Walter Dean Myers: Voice for Youth.” Have students read the card independently, underlining reasons given to support the claim made in the title.

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

Vocabulary: See the reverse side of the card for potentially challenging vocabulary definitions (*advocate, colleague, compassionately*). To familiarize students with the words, have students work in pairs to identify them in the text, paying attention to how they are used. Have students determine a similar word that means the same as each vocabulary word.

3. Read the card as a class. As you read, draw attention to the annotations provided on page 53. Have students selectively annotate their copies (*Student Handbook*, page 37), looking for the impact of word choice and tone.

“What does it mean that the author’s books are haunting and brilliant? How can a book be both? Turn to a partner and discuss. (*They might address difficult topics.*) Turn to a partner and discuss why Myers felt it important to focus on the lives of African American children. (*He felt that African American children were underrepresented in children’s and young adult literature.*) Notice that words like *compassionately, extraordinary, and advocate* are used in a way that makes possibly unfamiliar words easy to understand. The way the author uses these words in context helps us to understand their meaning. What can we determine is the author’s opinion of Myers? (*He thinks highly of him.*) How does he support his claim that Myers is a voice for youth? (*He talks about how inspiring Myers is, all the books he wrote during his career, and all the awards he won.*)”

“4. In your writing activity, you’ll create posters about your favorite authors. You’ll need to focus on organizing your reasons and evidence so readers will agree with your opinions of the author.”

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 58.

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



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Word Choice

This word has a different meaning than adverbs such as *kindly*, *affectionately*, *generously*, *sympathetically*, or *benevolently*. *Compassionately* implies Myers represented African American children in a way that was fully human, neither idealizing nor dehumanizing them.

Claims and Supporting Reasons

The title summarizes the topic of the article and the author's position on it.

Opinion and Supporting Reasons

The sidebar makes the **implicit claim** that the large quantity of books Myers published support the claim that he is "a voice for youth."

Claims and Supporting Reasons

This claim is likely based on **anecdotal data or a personal feeling**, rather than scientific evidence.


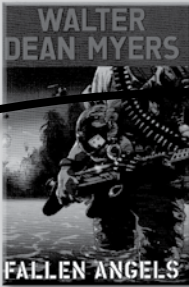
Opinion/Argument
Card 6

WALTER DEAN MYERS: VOICE FOR YOUTH

Walter Dean Myers' *Fallen Angels* was as best I can recall, the first young-adult novel I ever read. (I was 13.) Reviewers love to call books haunting and brilliant, but Myers' story of boys at war is truly both. In a career that spanned more than 40 years, Myers—who died July 1, 2014, at 76—wrote more than 100 books for children and teens, exploring the lives of African-American children, who too often do not see themselves presented honestly and compassionately in literature.

Inspiring Millions
Millions of readers have stories like mine of being inspired by his books. But the man who wrote them was also extraordinary. A veteran who enlisted in the Army at 17, Myers went on to become a tireless advocate for children, literacy, and diversity in books. (Just a few months before he died, he wrote a blistering essay, "Where Are the People of Color in Children's Books?") Walter was also a generous colleague, encouraging generations of children and YA (young adult) writers, including this one. I reread *Fallen Angels* after I'd heard of his death. What a gift that book was to me as a kid—and what a gift it remains.


-By John Green, the best-selling author of The Fault in Our Stars.

TERRIFIC TITLES

Here is a list of just a few of Walter Dean Myers' many fiction and nonfiction titles published during his long and distinguished career.

- Where Does the Day Go?* (1969)
- Fast Sam, Cool Clyde, and Stuff* (1975)
- Hoops* (1981)
- Fallen Angels* (1988)
- Scorpions* (1988)
- Somewhere in the Darkness* (1992)
- The Glory Field* (1994)
- Slam!* (1996)
- Harlem* (1998)
- Monster* (1999)
- Bad Boy: A Memoir* (2001)
- Sunrise Over Fallujah* (2002)
- Autobiography of My Dead Brother* (2006)
- Lockdown* (2010)
- Invasion* (2013)
- Only Clear Day* (2014)
- Juba* (2015)



A Prized Author

Walter Dean Myers won many awards for his writing. He received the Michael L. Printz Award for excellence in literature for young adults and was the first writer to win the Coretta Scott King-Virginia Hamilton Award for Lifetime Achievement, as well as the Margaret A. Edwards Award for lifetime achievement in writing for young adults. Myers was named National Ambassador for Young People's Literature. His novels won two Newbery Honor Medals, and he was a six-time winner of the Coretta Scott King Book Award for African-American Fiction. Myers also received three nominations for the National Book Award.

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Claims and Supporting Reasons

Throughout the remembrance, the author offers **descriptive details** to support his opinion. Because he is evaluating the work of an artist, he appeals to popularity and influence rather than scientific data.

Claims and Supporting Reasons

The author **acknowledges he may be biased on the topic**, since Myers supported his work, and allows readers to draw their own conclusions about whether this connection is relevant to the success of the argument.

Language Practice

Students will use dashes to indicate pauses in writing.

1. Explain that authors sometimes want to create pauses or breaks in their writing. These pauses or breaks can be used to offset material from the surrounding text, for emphasis, or for effect. These can be done using a dash. *Using dashes to create pauses forces readers to halt their reading.* Think of them as signals that direct readers to slow down and focus on what is most important. See the examples to the right and in the *Student Handbook*, page 38.
2. Have students turn to the Using Dashes to Create Pauses activity sheet (*Student Handbook*, page 39) and complete it independently or in pairs.
3. When complete, share and discuss, using the Answer Key below.

Examples

Mom—who wants me to do my best in school—always makes me do my homework after school.

The dashes come before and after a clause, creating a pause to emphasize additional information about Mom.

.....

Alexis likes to learn about *cooking*—a skill she hopes will lead to a career.

The dash follows the word *cooking* to emphasize that Alexis likes cooking so much, she wants to make a career out of it.

Name _____ Date _____

Using Dashes to Create Pauses

Lesson 6

Part 1: Let's Practice

Directions: Rewrite each sentence, inserting dashes to create pauses.

1. Myers was very helpful encouraging new writers.
Myers was very helpful—encouraging new writers.
2. Myers' books were my favorite though I wasn't a big reader.
Myers' books were my favorite—though I wasn't a big reader.
3. I remember clearly though it was a long time ago how much I loved his books.
I remember clearly—though it was a long time ago—how much I loved his books.
4. Myers who won many awards was very successful.
Myers—who won many awards—was very successful.
5. *Fallen Angels* my favorite book ever was one I read many times.
Fallen Angels—my favorite book ever—was one I read many times.

Part 2: Let's Apply

Directions: Write a paragraph about your favorite book, using at least one dash to create a pause.

Jonas—the main character of *The Giver*—lives in a world without color. Everyone has a job and no one questions the way of the world. When Jonas is assigned to his job within the community, he spends a lot of time with The Giver—the sole keeper of the community's memories. Jonas eventually discovers the truth and tries to escape.

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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 craft posters focusing on writing arguments to support claims. 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 60–71) as needed.

Prewriting

1. Introduce the writing lesson.

“The article on **Card 6** is not a controversial piece, but the author clearly expresses his opinion about Myers' work. He begins by telling about the author and how as a kid he was impacted by Myers' work. Then he tells Myers' story and his accomplishments. Today, you'll write about your favorite authors. You'll need to do research to find information and present the evidence as support for your reasons. You'll end your posters by summarizing the author's accomplishments and encouraging readers to agree with your opinions.”

2. As a class, brainstorm authors (*Suzanne Collins, J.K. Rowling, S.E. Hinton*), discussing how to clearly state an opinion about each.

Collaborative Writing: In small groups, have students create lists of reasons to support their opinions about the authors.

3. Model how to plan your writing using the Favorite Author Poster Graphic Organizer (*Student Handbook*, page 40) 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

One way to engage and persuade an audience is to tap into their interests. Connecting your readers' interests to your writing will likely win them over.

Drafting

1. Model how to use the graphic organizer to write a draft of your poster.

“Before I write, I need to think about the final message I want to leave with readers. How can I sum up my opinion and also encourage my readers to take interest in this author? I'm writing about my favorite author, *Roald Dahl*, and my opinion is *Roald Dahl wrote books that both children and adults like*. My three reasons to support my opinion will be: *his books involve imagination and humor; some of his books were turned into movies; and his books are still read today*. I'll use evidence from research to support each reason. My conclusion will encourage readers to agree that Roald Dahl wrote amazing books. I'll use a dash to create a pause by writing *If fantasy books that are both imaginative and funny sound enjoyable, you'll have to agree—Roald Dahl is an author that children and adults love*.”

2. Students will draft their posters on the Favorite Author Poster Draft (*Student Handbook*, page 42).

Differentiated Instruction

1 Language Support: Have students discuss the format of **Card 6** and how to structure their writing in a similar manner. The Favorite Author Poster Frame (*Student Handbook*, page 41) is provided for additional drafting support.

2 Challenge: Have students format their posters similar to **Card 6**.



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 poster by highlighting the opinion in one color and the use of a dash to create a pause in another color. Invite students to offer suggestions on how to improve your poster by providing additional reasons to support your opinion. After sharing, model how you will revise and edit your poster based on the feedback you received.
2. Have students highlight the opinion in one color in their own posters and the use of a dash to create a pause in another color.

Collaborative Writing: In pairs, have students share their posters. Charge each student with offering a compliment, a suggestion, or a question about the content, such as *What do you mean when you say _____ is your favorite author because _____, or Maybe if you add a dash to this sentence you could create a pause for effect.* Circulate and monitor student feedback as they share. Specificity is the heart of feedback, such as *That reason tells me exactly why you love the author and makes me want to read his books too.* Encourage students to revise and edit their writing based on peer feedback.

✓ Assessment

1. Revisit the Essential Question by having students explain how they organize reasons and evidence in their pieces.
 2. Have students self-assess their writing, using their draft activity sheet directions (*Student Handbook*, page 42). Then, assess students' writing using the rubric on page 57. 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' written work in their writing folders.

Publishing Ideas

Have students create PowerPoint slide shows of their posters complete with scanned illustrations. Have students share these presentations at an open house for families.



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



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

| | 4 | 3 | 2 | 1 |
|--|--|---|--|---|
| Introduction | The poster introduces the author and conveys a strong opinion about his or her work. | The poster introduces the author and conveys an opinion about his or her work. | The poster briefly introduces the author and conveys an opinion. | The poster attempts to introduce the author and generally conveys an opinion. |
| Reasons | The poster expertly provides detailed reasons to support the opinion. | The poster provides detailed reasons to support the opinion. | The poster provides few reasons to support the opinion. | The poster attempts to provide reasons to support the opinion. |
| Conclusion | The poster concludes with a thorough summary and encourages readers to take an interest in the author. | The poster concludes with a summary and encourages readers to take an interest in the author. | The poster concludes with a limited summary. | The poster concludes with a minimal summary. |
| Language (Grammar, Usage, and Mechanics) | The poster expertly uses dashes to create pauses. | The poster demonstrates the use of dashes. | The poster demonstrates the use of dashes with some errors. | The poster attempts to use dashes. |



Lesson Extensions

Think Like a Reader Suggested Answers

1. The title of the article labels Walter Dean Myers as a “voice for youth” because he wrote about the lives of African American children who too often do not see themselves presented honestly and compassionately in literature.
2. Myers’ novel *Fallen Angels* is a story about boys at war.
3. John Green is an appropriate person to write about Walter Dean Myers because Green is a popular author of young-adult fiction who has received many awards for his writing, and since he loved Myers’ books as a kid, he will have a strong opinion about Myers.

Think Like a Writer Suggested Answers

1. Answers will vary but may include *I think the author chose to end by describing it as “a gift” in the last sentence of this article to show that it was something very special.*
2. The author organizes his reasons to support his opinion that Walter Dean Myers is an inspiring author by describing why he admires him with specific reasons such as the fact he was a soldier, an advocate for children, and a good colleague.



Digital Writing Practice

Encourage students to think about today’s lesson about creating posters. Then, read aloud and discuss the Lesson 6 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 the completed pieces with their families. Then, as a dinnertime activity, have families discuss their favorite books.
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 6

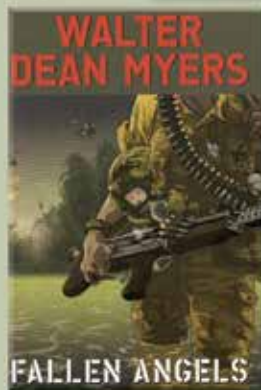
WALTER DEAN MYERS: VOICE FOR YOUTH

Walter Dean Myers' *Fallen Angels* was, as best I can recall, the first young-adult novel I ever read. (I was 13.) Reviewers love to call books haunting and brilliant, but Myers' story of boys at war is truly both. In a career that spanned more than 40 years, Myers—who died July 1, 2014, at 76—wrote more than 100 books for children and teens, exploring the lives of African-American children, who too often do not see themselves presented honestly and compassionately in literature.

Inspiring Millions

Millions of readers have stories like mine of being inspired by his books. But the man who wrote them was also extraordinary. A veteran who enlisted in the Army at 17, Myers went on to become a tireless advocate for children, literacy, and diversity in books. (Just a few months before he died, he wrote a blistering essay, "Where Are the People of Color in Children's Books?") Walter was also a generous colleague, encouraging generations of children's and YA (young adult) writers, including this one. I reread *Fallen Angels* after I'd heard of his death. What a gift that book was to me as a kid—and what a gift it remains.

—By John Green, the best-selling author of *The Fault in Our Stars*.



TERRIFIC TITLES

Here is a list of just a few of Walter Dean Myers' many fiction and nonfiction books published during his long and distinguished career.

Where Does the Day Go? (1969)
Fast Sam, Cool Clyde, and Stuff (1975)
Hoops (1981)
Fallen Angels (1988)
Scorpions (1988)
Somewhere in the Darkness (1992)
The Glory Field (1994)
Slam! (1996)
Harlem (1998)
Monster (1999)
Bad Boy: A Memoir (2001)
Sunrise Over Fallujah (2002)
Autobiography of My Dead Brother (2006)
Lockdown (2010)
Invasion (2013)
On a Clear Day (2014)
Juba! (2015)



A Prized Author

Walter Dean Myers won many awards for his writing. He received the Michael L. Printz Award for excellence in literature for young adults and was the first writer to win the Coretta Scott King-Virginia Hamilton Award for Lifetime Achievement, as well as the Margaret A. Edwards Award for lifetime achievement in writing for young adults. Myers was named National Ambassador for Young People's Literature. His novels won two Newbery Honor Medals, and he was a six-time winner of the Coretta Scott King Book Award for African-American Fiction. Myers also received three nominations for the National Book Award.

Using Dashes to Create Pauses

Authors sometimes want to create pauses or breaks in their writing. These pauses or breaks can be used to offset material from the surrounding text, for emphasis, or for effect. These can be done using a dash. **Using dashes to create pauses forces readers to halt their reading.** Think of them as signals that direct readers to slow down and focus on what is most important.

Examples

Mom—who wants me to do my best in school—always makes me do my homework after school.

The dashes come before and after a clause, creating a pause to emphasize additional information about Mom.

Alexis likes to learn about cooking—a skill she hopes will lead to a career.

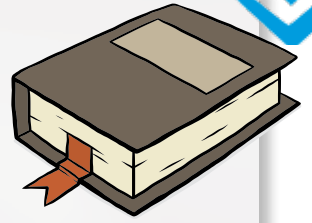
The dash follows the word **cooking** to emphasize that Alexis likes cooking so much, she wants to make a career out of it.



Using Dashes to Create Pauses

Part 1: Let's Practice

Directions: Rewrite each sentence, inserting dashes to create pauses.



1. Myers was very helpful encouraging new writers.

2. Myers' books were my favorite though I wasn't a big reader.

3. I remember clearly though it was a long time ago how much I loved his books.

4. Myers who won many awards was very successful.

5. *Fallen Angels* my favorite book ever was one I read many times.

Part 2: Let's Apply

Directions: Write a paragraph about your favorite book, using at least one dash to create a pause.

Favorite Author Poster Graphic Organizer

Directions: Use this graphic organizer to plan your poster.

Author

My Opinion

Reason 1

Reason 2

Reason 3

Conclusion

 **Check It**

I included dashes to create pauses in my poster.

Favorite Author Poster Frame

Directions: Use this frame to write your poster.

My favorite author is _____
author

because _____
my opinion

One reason is _____
reason 1

Another reason is _____
reason 2

A third reason is _____
reason 3

This author is amazing because _____
conclusion





Favorite Author Poster Draft

Directions: Your poster must include:

1. An introduction of the author and your opinion about his or her work
2. Detailed reasons that support your opinion
3. Conclusion with a summary
4. Dashes to create pauses



Lined writing area for the poster draft.



WALTER DEAN MYERS: VOICE FOR YOUTH

Walter Dean Myers' *Fallen Angels* was, as best I can recall, the first young-adult novel I ever read. (I was 13.) Reviewers love to call books haunting and brilliant, but Myers' story of boys at war is truly both. In a career that spanned more than 40 years, Myers—who died July 1, 2014, at 76—wrote more than 100 books for children and teens, exploring the lives of African-American children, who too often do not see themselves presented honestly and compassionately in literature.

Inspiring Millions

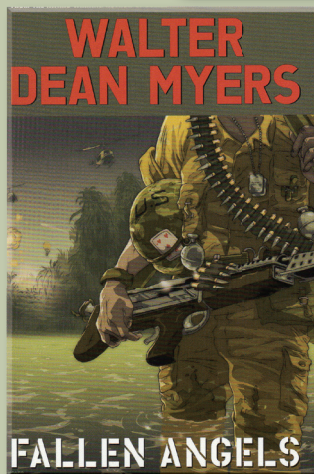
Millions of readers have stories like mine of being inspired by his books. But the man who wrote them was also extraordinary. A veteran who enlisted in the Army at 17, Myers went on to become a tireless advocate for children, literacy, and diversity in books.

(Just a few months before he died, he wrote a blistering essay, "Where Are the People of Color in Children's Books?") Walter was also a generous colleague, encouraging generations of children's and YA (young adult) writers, including this one. I reread *Fallen Angels* after I'd heard of his death. What a gift that book was to me as a kid—and what a gift it remains.

-By John Green, THE BEST-SELLING AUTHOR OF *The Fault in Our Stars*.



HOWARD EARL SIMMONS/NY DAILY NEWS ARCHIVE VIA GETTY IMAGES



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Organizing Reasons and Evidence

Vocabulary

advocate (*noun*): someone who supports a cause, group, or policy

colleague (*noun*): a fellow worker

compassionately (*adverb*): with sympathy and a desire to help

Write TIME

- Write a review of one of Walter Dean Myers' books.
- What is your opinion? Is it true that African-American youth "too often do not see themselves presented honestly and compassionately in literature"?

THINK Like a Reader

- 1 Why does the title of the article label Walter Dean Myers as a "voice for youth"?
- 2 What is Myers' novel *Fallen Angels* about?
- 3 Why is John Green an appropriate person to write about Walter Dean Myers?

THINK Like a Writer

- 1 Why does the author choose to end by describing it as "a gift" in the last sentence of this article?
- 2 How does the author organize his reasons to support his opinion that Walter Dean Myers is an inspiring author?

Listen to the Author

You probably give your opinion several times a day, often in casual conversation about your favorite this or that, perhaps even about what you had for lunch. But when your opinion really matters, you have to back it up. It's more than just saying what you think you have to explain.

It's Logical!

When you're writing an opinion, the opinion part is just the first step. The quality of your opinion is measured

by the quality of your argument. Give reasons for your opinion, back up the reasons with evidence, and do it in an organized way. Present reasons and evidence in an order that shows the connections between them. You're building a logic bridge that leads to your opinion. In the article, the author discusses why Walter Dean Myers is an inspiring author and then spends the majority of the article supporting his opinion.