



Explicit Instruction Plan for Teaching FUEL

☀ Day 1 – F is for Focus: The Topic Sentence

Goal: Teach students how to clearly restate the prompt and answer it in a single, focused sentence.

- **Model:** Show a weak vs. strong topic sentence.
 - **Anchor Chart:**
 - *"Focus = Answer the prompt clearly in your own words."*
 - Sentence starter: *"I think... because..."* or *"The main idea is..."*
 - **Practice:** Give students 2–3 prompts. Have them try writing topic sentences.
 - **Check:** Ask, *Does your sentence answer the whole question?*
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Day 2 – U is for Understand: Explain the Idea

Goal: Help students explain what they mean by their answer.

- **Model:** Take a Focus sentence and write a sentence or two explaining it in student-friendly language.
 - **Anchor Chart:**
 - *"Understand = Show you know what you're talking about."*
 - Sentence starters:
 - *This means...*
 - *In other words...*
 - *This is important because...*
 - **Practice:** Provide Focus sentences and ask students to add an "Understand" sentence.
 - **Check:** Ask, *Does this help the reader understand your thinking?*
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Day 3 – E is for Evidence: Support Your Idea

Goal: Teach students how to find and include strong support from the text or their own experience.

- **Model:** Show how to pull a short quote or paraphrased detail that supports the Focus.
 - **Anchor Chart:**
 - *"Evidence = Prove it with facts, examples, or quotes."*
 - Sentence starters:
 - *For example,...*
 - *In the text it says...*
 - *One time...*
 - **Practice:** Give students sample texts and prompts to find evidence for.
 - **Check:** Ask, *Does your evidence match your Focus?*
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Day 4 – L is for Link: Wrap It Up

Goal: Teach students how to explain what their evidence shows and connect it back to the main idea.

- **Model:** Show a strong closing sentence that ties the example back to the topic.
- **Anchor Chart:**
 - *"Link = Tie your idea and evidence together."*
 - Sentence starters:
 - *This shows that...*
 - *This proves...*
 - *So, that's why...*
- **Practice:** Provide sample evidence and have students write Link sentences.
- **Check:** Ask, *Does this explain how your evidence supports your point?*

Put It All Together (Day 5 or Later)

- Model a full FUEL paragraph using color-coded sections.
- Use sentence starters or graphic organizers to support students.
- Practice writing full FUEL responses with guidance.
- Gradually release responsibility:
 - **I Do** → **We Do** → **You Do**

7th Grade Lesson Plan: FUEL Writing Strategy

Grade: 7th

Group Size: 3–6 students

Duration: 3–5 days (30–40 min per session)

Setting: Special Education, Resource Room or Co-Taught ELA

Goal: Students will write a paragraph using the FUEL strategy in response to a reading passage or writing prompt.

OBJECTIVES:

By the end of the lesson, students will:

- Identify and label each part of the FUEL strategy.
 - Write a paragraph using all four components of FUEL.
 - Use a graphic organizer to plan their response.
 - Apply sentence starters to support structured writing.
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MATERIALS:

- [FUEL Writing Strategy- Anchor Chart](#)
- [FUEL Writing Strategy Checklist](#)
- [FUEL Graphic Organizer](#)
-  [FUEL Sentence Starter Cards \(Printable Format\)](#)
- [Short reading passage \(1–2 paragraphs, on-grade or adapted\)](#)
- Highlighters or colored pencils
- Visual icons for F/U/E/L (e.g.,    )

- [Printed exemplar paragraph \(model\)](#)
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DAY 1: INTRODUCE & MODEL FOCUS + UNDERSTAND

Objective: Students will identify the **Focus** and **Understand** parts of a paragraph.

Activities:

1. **Mini-Lesson & Anchor Chart Review**

- Define each FUEL part with icons.
- Read aloud a model paragraph and highlight the **F** and **U** in different colors.

2. **Think-Aloud Modeling**

- Use a prompt (e.g., “Why is teamwork important?”) and model writing a strong F+U.

3. **Guided Practice**

- Students use sentence starters to write their own Focus + Understand sentences using a simple prompt.

4. **Check-In**

- Peer check or teacher conference using checklist for F and U.
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DAY 2: TEACH EVIDENCE

Objective: Students will locate and explain text evidence.

Activities:

1. **Evidence Sort Game**

- Match quotes to prompts (correct vs. off-topic).
-  [Evidence Sort Game: Why Bees Matter](#)

-  [Evidence Sort Game: Recycling and the Environment](#)

2. **Model + Guided Practice**

- Read a short passage together.
- Students find one strong quote and use sentence frames to explain it.

3. **Write Together**

- Add Evidence to previous F+U sentences (building the paragraph step-by-step).

DAY 3: TEACH LINK + WRAP-UP PARAGRAPH

Objective: Students will write a concluding sentence that links back to the main idea.

Activities:

1. **Link Anchor**

- Review sentence starters and examples of good “linking” sentences.

2. **Model a Weak vs. Strong Conclusion**

3. **Students Write Link Sentence**

- Add to their growing paragraph from Days 1–2.

4. **Checklist Review**

- Students highlight each FUEL part in their paragraph.
- Self- and peer-assess using the FUEL checklist.

DAY 4–5 (Optional): REVISION + ASSESSMENT

Objective: Students revise and finalize their FUEL paragraphs.

Activities:

1. **Use Color Coding**

- Students highlight their F, U, E, and L using assigned colors.

2. **Conferencing**

- 1:1 teacher support to revise sentence clarity and coherence.

3. **Final Draft Writing**

- Students write or type a clean final copy.



ACCOMMODATIONS:

- Sentence stems and frames
- Extended time
- Read-aloud support
- Word banks or vocabulary lists
- Reduced text length for evidence selection
- Visual reminders (anchor charts, icons)



ASSESSMENT:

- Completed graphic organizer
- Final FUEL paragraph
- FUEL checklist completed by student or teacher
- Optional rubric (focuses on clarity, structure, and inclusion of all four parts)

FUEL: The Scaffolding Framework

The FUEL framework is a structured approach to help students write effective paragraph responses. It breaks down the process into four key steps, each with specific scaffolding techniques.

1. Focus (Topic Sentence)

Goal: Help students clearly restate the prompt and answer it with a topic sentence. **Scaffolds:**

- **Sentence Frames:** Provide sentence starters like, "The story is about ____ because ____," or "I think ____ because ____."
 - **Prompt Highlighting:** Use color-coding or underlining to identify keywords in the question.
 - **Word/Picture Banks:** Use visuals for key topic words to aid in word retrieval.
 - **Voice Input Templates:** Offer sentence starters that students can speak into a device.
 - **Click-to-Choose Tools:** Allow students to select sentence parts from dropdowns or buttons.
 - **Accessible Graphic Organizers:** Provide digital planners with audio instructions or large clickable fields.
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2. Understand (Clarify Key Words)

Goal: Help students recognize and define the important words in the question. **Scaffolds:**

- **Simplified Questions:** Rephrase prompts in simpler language. For example, change "What is the main idea of the passage?" to "What is the big idea of the story?"
 - **Visual Glossaries:** Create a page of visual definitions for common question words like "describe" or "explain."
 - **Matching Tasks:** Have students match keywords to pictures or definitions before they begin writing.
 - **Audio Glossary:** Provide audio definitions of question words.
 - **Drag-and-Drop Word Matching:** Allow students to match words to images or definitions without handwriting.
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3. Evidence (Support with Text Details)

Goal: Help students find and use quotes or paraphrased details from the text. **Scaffolds:**

- **Color-Coded Text:** Highlight parts of the text that correspond to different parts of the question.
 - **Pre-selected Evidence:** Offer two to three choices of relevant evidence for students to select from.
 - **Sentence Starters:** Give phrases like, "In the story it says, '____'," or "One part that shows this is ____."
 - **Text-to-Speech Tools:** Allow the text to be read aloud for easier comprehension and selection.
 - **Voice-Recorded Evidence:** Students can record themselves stating the evidence to bypass writing barriers.
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4. Link (Explain Your Thinking)

Goal: Help students connect the evidence to the main idea. **Scaffolds:**

- **Cause-Effect Icons:** Use a chain or arrows to visually represent cause and effect.
 - **Sentence Starters:** Provide sentences like, "This means ____ because ____," or "This shows that ____."
 - **"Why Does It Matter?" Prompts:** Add verbal or visual cues, such as a question bubble with the word "Why?," to prompt deeper thinking.
 - **Audio Prompts:** Use a verbal cue in a digital organizer, such as, "Tell me why that quote is important."
 - **One-Click Starters:** Allow students to tap a button to insert transition phrases.
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Icons and Visual Supports

Using consistent icons and colors can create a strong visual anchor for each step of the FUEL process.

Step	Symbol	Visual Cue	Color
Focus	 Lightbulb	Main idea or topic.	Blue
Understand	 Magnifying Glass	Digging for keywords.	Green
Evidence	 Open Book	Text support/quotes.	Yellow
Link	 Chain Link	Connecting ideas.	Red

Export to Sheets

Key Strategies for Scaffolding

- **Chunking:** Introduce one step of the FUEL framework at a time. Use a "Today we're only working on..." approach to reduce cognitive overload.
- **Visual Schedules and Timers:** Use visual countdowns and task strips to help with time management and keep students on track.
- **Movement and Breaks:** Incorporate frequent breaks and movement-based activities to help regulate attention.
- **Structured Templates:** Use color-coded templates with bold headings and icons to provide a clear, predictable structure.
- **Choice and Engagement:** Allow students to choose which step to do first, whether to write or type, or which prompt to respond to.
- **Verbal Prompts:** Use frequent teacher check-ins with quick questions like, "What step are you on now?" to provide encouragement and keep students on track.
- **Multiple Modalities:** Offer a variety of ways for students to respond, including typing, voice recordings, or drawing.
- **Assistive Technology:** Utilize tools like text-to-speech, speech-to-text, and adapted keyboards to reduce barriers to writing.
- **Consistent Routine:** Maintain a daily routine using the same FUEL structure to build familiarity and confidence.
- **Model and Think Aloud:** Explicitly model how to use each step of the framework, showing both strong and weak examples.



4th Grade Small Group Lesson Plan: FUEL Writing Strategy

Group Size: 3–5 students

Grade: 4th

Time: 30–40 minutes

Focus: Writing a clear paragraph with support and structure

Strategy: FUEL = Focus, Understand, Evidence, Link

Example Prompt: *Should school lunches include dessert every day?*



Objective:

Students will write a paragraph that clearly states their opinion and supports it using the FUEL structure.



What New Teachers Need to Know



What is FUEL?

Letter	Means	Student-Friendly Explanation
F	Focus	Tell your main idea or opinion.
U	Understand	Say why your idea is important.
E	Evidence	Give an example or fact that supports your idea.
L	Link	Wrap it up and remind the reader of your opinion.



Why Teach FUEL?

- It helps students know what to say next.
- It builds confidence and writing independence.
- It breaks down writing into manageable steps.

- It improves organization and clarity.
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Before You Begin

Materials:

- FUEL anchor chart with icons and simple language/[FUEL Writing Strategy- Anchor Chart](#)
 - Graphic organizers with boxes for each FUEL step/[FUEL Graphic Organizer](#)
 - Sentence starter cards or strips/ [FUEL Sentence Starter Cards \(Printable Format\)](#)
 - Sample paragraph(s) for modeling (see below)
 - Whiteboard or chart paper
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Lesson Steps (With Tips for New Teachers)

1. Introduction & Engage (5 min)

- Ask: *“Have you ever had a great idea but didn’t know how to write it down?”*
 - Introduce the word **FUEL** as a “recipe” or “map” to help write strong paragraphs.
 - Show the FUEL anchor chart and explain each part briefly with simple language.
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2. Modeling with Think-Aloud (10 min)

Use the example prompt:

Should school lunches include dessert every day?

Write this example paragraph aloud, breaking down each step:

- **F (Focus):** “I think school lunches should include dessert every day.”
- **U (Understand):** “Dessert makes lunch more fun and gives kids something to look forward to.”
- **E (Evidence):** “For example, my friend said she eats more when there is a treat at lunch.”
- **L (Link):** “That’s why dessert every day would help kids enjoy school more.”

Explain what you’re thinking as you write each sentence. Use color-coding if possible.

3. Guided Practice (10–15 min)

- Use a different prompt (e.g., *Should recess be longer?*).
 - Hand out the FUEL graphic organizer.
 - As a group, brainstorm ideas aloud and fill in each FUEL box together.
 - Support students by offering sentence starters and asking guiding questions:
 - “What’s your opinion?” (Focus)
 - “Why does that matter?” (Understand)
 - “Can you think of a fact or example?” (Evidence)
 - “How can we finish the paragraph?” (Link)
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4. Independent or Partner Writing (10–15 min)

- Students use their filled organizers to write paragraphs on paper or whiteboards.
- Circulate to help with spelling, sentence structure, and ideas.
- Encourage them to read their sentences aloud and check if each part of FUEL is included.

5. Sharing & Reflecting (5 min)

- Invite students to share their favorite sentence.
 - Ask the group to identify which FUEL step it belongs to.
 - Use quick exit questions, e.g.:
 - “Which part of FUEL was easiest?”
 - “Which part do you want to practice more?”
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Differentiation Tips for New Teachers

Challenge	How to Help
Limited vocabulary	Provide word banks and visuals
Difficulty forming sentences	Use sentence starters and oral rehearsal
Attention challenges	Break task into small steps; give frequent breaks
Writing anxiety	Let students dictate ideas or use drawing for evidence

Assessment Ideas

Use a simple checklist for each paragraph:

FUEL Step	Yes	Needs Help
Focus (clear opinion)	☐	☐
Understand (reason why)	☐	☐
Evidence (example or fact)	☐	☐

Link (wrap-up sentence)



Helpful Extras for New Teachers

- Laminated FUEL anchor chart with visuals
- Color-coded sentence starters in a “Writer’s Toolbox”
- Sample paragraph examples at student reading level
- Graphic organizers printed on cardstock for durability



5th Grade Small Group FUEL Writing Strategy Lesson Plan

Group Size: 3–6 students

Grade: 5th

Time: 30–40 minutes

Focus: Writing a clear paragraph using structure and support

Strategy: FUEL = Focus, Understand, Evidence, Link

Prompt Example: *Should students be allowed to bring pets to school?*



Objective:

Students will write a paragraph that follows the FUEL structure, including a clear opinion, reasoning, evidence, and a concluding sentence that links back to the topic.



What a New Teacher Needs to Know to Teach FUEL



What is FUEL?

Letter	Stands for	Student Purpose
F	Focus	Give your opinion or answer the question. (<i>Topic Sentence</i>)
U	Understand	Explain why your answer matters or what it means. (<i>Reasoning</i>)
E	Evidence	Give an example, fact, or reason that proves your idea. (<i>Support</i>)
L	Link	Wrap it up by restating or connecting back to your focus. (<i>Conclusion</i>)



Why Use FUEL?

- Helps students stay organized.
- Supports students who struggle to elaborate.
- Builds writing stamina by giving a clear format.

- Aligns with opinion and explanatory writing standards.
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Before the Lesson

Materials:

- FUEL anchor chart or mini-poster/[FUEL Writing Strategy- Anchor Chart](#)
 - Student FUEL graphic organizers/[FUEL Graphic Organizer](#)
 - Dry erase boards or paper
 - Sentence starter cards or strips/ [FUEL Sentence Starter Cards \(Printable Format\)](#)
 - Example paragraph for modeling (see below)
 - Highlighters or color pencils (optional for coding)
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Lesson Plan Steps (For New Teachers)

♦ 1. Set Purpose & Engage (3–5 min)

Say:

“Today, we’ll learn a strategy called **FUEL** that helps you write powerful paragraphs. Each letter reminds us of one part of a good paragraph.”

Write or display the acronym.

Ask:

- “Have you ever started a paragraph and didn’t know what to say next?”
- “What’s the hardest part of writing for you?”

Explain:

“FUEL is like a map—it tells your brain what to do next.”

♦ 2. Teach Each Step with Modeling (10–12 min)

Use the prompt:

Should students be allowed to bring pets to school?

Show each step of FUEL with an example. Think aloud while writing on a whiteboard or chart paper.

Step	Example
F (Focus)	<i>I think students should not bring pets to school because they can be distracting.</i>
U (Understand)	<i>Pets could cause noise, allergies, or take attention away from learning.</i>
E (Evidence)	<i>Last year, when a student brought their hamster for show-and-tell, the class got so distracted that the lesson had to stop.</i>
L (Link)	<i>That's why pets should stay at home so students can focus on learning.</i>

Stop after each sentence to ask:

- “What did I just do?”
 - “How does that help the reader?”
-

♦ 3. Guided Group Practice (10–12 min)

Use a new prompt (ex: *Should recess be longer?*)

Hand out the **FUEL Graphic Organizer**.

Work as a group to brainstorm and fill in each part:

- Ask guiding questions:
 - “What’s your opinion?” (F)

- “Why does that matter?” (U)
- “Can you give an example?” (E)
- “How can we finish this?” (L)

Scaffold with:

- Sentence starters:
 - *“I believe that...”*
 - *“This is important because...”*
 - *“For example...”*
 - *“This shows that...”*
- Visuals or icons for each step
- Word banks for ELLs or students with IEPs

◆ 4. Independent Practice (10–15 min)

Students choose a prompt (or use one you provide) and use the organizer to draft their own paragraph.

You circulate and:

- Check in on each part of FUEL
- Offer sentence starters or questions
- Help students extend short ideas

If time is short, assign this paragraph for completion in class the next day or as homework.

◆ 5. Share & Reflect (5–7 min)

Invite volunteers to share one sentence. As a group, identify:

- Which part of FUEL it is
- What worked well

Exit slip ideas:

- “Which FUEL step helped you the most today?”
- “Which part is still tricky?”



Differentiation (for small group learners)

Need	Support
ELLs	Provide visuals and labeled examples; use oral rehearsal before writing
Struggling writers	Provide sentence frames, color-code each step, scribe responses if needed
Fast finishers	Challenge them to write a second paragraph with the opposite opinion



Optional Assessment Tool

Use a simple rubric (or checklist):

Part	Mastered	Developing	Needs Support
Focus	☐	☐	☐
Understand	☐	☐	☐
Evidence	☐	☐	☐
Link	☐	☐	☐

Notes: _____



Helpful Teaching Tools for New Teachers

-  FUEL mini anchor chart (post at small group table)
 - [FUEL Writing Strategy- Anchor Chart](#)
- Graphic organizer templates
 - [FUEL Graphic Organizer](#)
- Sentence starter strip bank
 - [FUEL Writing Strategy Worksheet with Sentence Starters](#)
- Model paragraph samples
 - [Model examples frequently](#)
-  Exit slips or reflection cards
 - [quick writes using FUEL as a daily warm-up.](#)

FUEL Writing Strategy – 6th Grade Small Group Lesson Plan

Group Size: 3–6 students

Grade Level: 6th

Subject: ELA – Writing in Response to Text

Duration: 3–5 sessions, 30–40 minutes each

Focus: Structured paragraph writing using the FUEL strategy

LEARNING OBJECTIVES:

Students will:

- Identify the four parts of the FUEL writing strategy.
 - Use a graphic organizer and sentence starters to plan a response.
 - Write a clear, organized paragraph using all four FUEL parts.
 - Use text evidence to support their thinking.
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MATERIALS NEEDED:

- [FUEL Writing Strategy- Anchor Chart](#)
- [FUEL Writing Strategy Checklist](#)
- [FUEL Graphic Organizer](#)
-  [FUEL Sentence Starter Cards \(Printable Format\)](#)
- Highlighters (4 colors – one for each FUEL part)
- [FUEL Writing Strategy Worksheet with reading passage and prompt- 6th grade level](#)
- [Exemplar paragraph \(color-coded and labeled\)](#)
- Sticky notes, dry-erase boards, or notebooks



LESSON OUTLINE:

DAY 1: INTRODUCE FOCUS + UNDERSTAND

Objective: Students will write a topic sentence (Focus) and show understanding of the prompt or text (Understand).

Activities:

1. **Anchor Chart Walkthrough**

Use visuals for each part of FUEL (e.g., flashlight = Focus, magnifying glass = Understand).

2. **Model with a Prompt**

Example: *"Why is it important to show kindness?"*

- Model how to restate the question in a topic sentence.
- Show how to add a sentence that shows you understand the idea (use words like "important," "respect," etc.).

3. **Guided Practice**

- Students try writing F + U with sentence starters.
 - Provide word banks and sentence stems:
 - "Kindness is important because..."
 - "This shows that..."
-

DAY 2: TEACH EVIDENCE

Objective: Students will locate and explain text evidence that supports their thinking.

Activities:

1. **Text Mark-Up**

- Read a short passage together (2–3 paragraphs).
- Highlight evidence that could support the prompt.

2. Evidence Sort

- Show 3 examples: one strong, one weak, one off-topic. Have students sort them.
-  [Evidence Sort Game: Why Bees Matter](#)
-  [Evidence Sort Game: Recycling and the Environment](#)

3. Writing Time

- Use sentence starters to add an evidence sentence to their paragraph.
 - "For example, the text says..."
 - "One part that proves this is..."

DAY 3: LINK IDEAS + WRAP IT UP

Objective: Students will link their ideas and wrap up their paragraph.

Activities:

1. Model Link Sentence

- Compare weak vs. strong linking ideas.
- Show how a strong Link sentence reminds the reader of the main point.

2. Write & Share

- Students write their Link sentence using a sentence starter:
 - "This proves that..."
 - "That's why kindness is important..."
 - Share aloud or partner check using the checklist.
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DAY 4–5: PUT IT ALL TOGETHER + REVISION

Objective: Students will revise, organize, and finalize their FUEL paragraph.

Activities:

1. Highlight Each FUEL Part

- Use 4 colors to color-code each sentence (Focus, Understand, Evidence, Link).
- Students check their work with the **FUEL Student Checklist**.

2. Final Draft Writing

- Students write a clean final copy or type it out.
- Optional: peer-read or teacher conference for support.

ACCOMMODATIONS:

- Visual anchor chart with icons
- Word bank for each step
- Sentence frames and starter cards
- Read-aloud or audio version of text
- Chunked steps (F and U first, then E, then L)
- Model examples at every stage

STUDENT CHECKLIST (Kid-Friendly)

- ✓ **F – Focus:** Did I answer the question clearly?
- U – Understand:** Did I show I understand the topic or story?
- E – Evidence:** Did I include a quote or detail from the text?
- ✓ **L – Link:** Did I wrap up my paragraph and explain my thinking?

FUEL Sentence Sorting Lesson Plan

Grade Level: 4th–7th

Time: 30–45 minutes

Group Size: Whole class or small groups

Objective:

Students will be able to identify and sort sentences into the FUEL strategy components: **Focus**, **Understand**, **Evidence**, and **Link**.

Materials:

- Sentence Sorting Strips (printed and cut out) (See Below)
 - [FUEL Writing Strategy- Anchor Chart](#)
 - FUEL Sorting Mat (labeled: Focus, Understand, Evidence, Link) (See Below)
 - Glue sticks or tape (optional if making a final copy)
 - Optional: projector or whiteboard for modeling
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Procedure:

1. Review the FUEL Strategy (5–10 mins)

- Briefly go over each part of FUEL:
 - **F – Focus:** Topic sentence that clearly answers the question or prompt.
 - **U – Understand:** Explains *why* the topic sentence is true.
 - **E – Evidence:** Includes facts, quotes, or details from the text.
 - **L – Link:** Connects the evidence back to the claim or wraps up the idea.

2. Model the Task (5 mins)

- Display one mixed-up paragraph on the board or chart paper.
- Read each sentence aloud and **think aloud** about where it fits in the FUEL structure.
- Example:
“*Kids need time to rest and play between lessons.*” → That sounds like a reason, so it's probably **Understand**.

3. Group Practice – Sentence Sorting (15–20 mins)

- Pass out **mixed sentence sets** (4–6 sentences per set) to student pairs or small groups.
- Each set should contain 1 sentence for each FUEL component, plus 1–2 distractors.
- Students work together to **sort the sentences** into the correct FUEL categories using the mat.
- Optional: Ask students to **glue** their choices onto a sorting mat or write them into boxes.

4. Share and Discuss (5–10 mins)

- Groups share their sorted FUEL paragraph.
- Discuss any disagreements and clarify misunderstandings.
- Emphasize how each part contributes to a strong paragraph.

Assessment:

- Observe sorting choices during group work.
 - Collect sorting mats or have students write their final FUEL paragraph using the sorted sentences.
 - Exit slip: Write one sentence for each part of FUEL about a new prompt.
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Extensions:

- Have students **write their own sentences** for a new topic and trade with a partner to sort.
- Use a **color-coded version** to help scaffold for ELLs or students with disabilities.
- Add **sentence starters** to support struggling writers.



FUEL Sentence Sorting Strips (Topic: Should schools have longer recess?)

Cut these into strips:

1. Kids need more time to run and move during the school day.
2. According to a study, students who have recess do better in reading and math.
3. Recess is really fun, especially when the weather is nice.
4. Longer recess helps kids focus better in the classroom.
5. This shows that recess can improve both learning and behavior.
6. Some students bring snacks to recess, which is fun.
7. When students play and exercise, their brains get a break and they're ready to learn.
8. Schools should not take away recess to add more class time.
9. In my opinion, playing tag is the best part of the day.

 Answer Key (Color-Coded)

Sentence	FUEL Category
4. Longer recess helps kids focus better in the classroom.	 Focus
7. When students play and exercise, their brains get a break and they're ready to learn.	 Understand
2. According to a study, students who have recess do better in reading and math.	 Evidence
5. This shows that recess can improve both learning and behavior.	 Link
1. Kids need more time to run and move during the school day.	Extra Understand
8. Schools should not take away recess to add more class time.	Alternate Focus
3, 6, 9	 Distractors (off-topic or personal opinions)



FUEL Sorting Mat

	 FOCUS
	 UNDERSTAND
	 EVIDENCE
	 LINK
	Extra Understand
	Alternate Focus
	 Distractors (off-topic or personal opinions)
	Distractors (off-topic or personal opinions)
	 Distractors (off-topic or personal opinions)