

TEACHER GUIDE

WRITE! TM A

*Foundations and Models
for Proficiency*

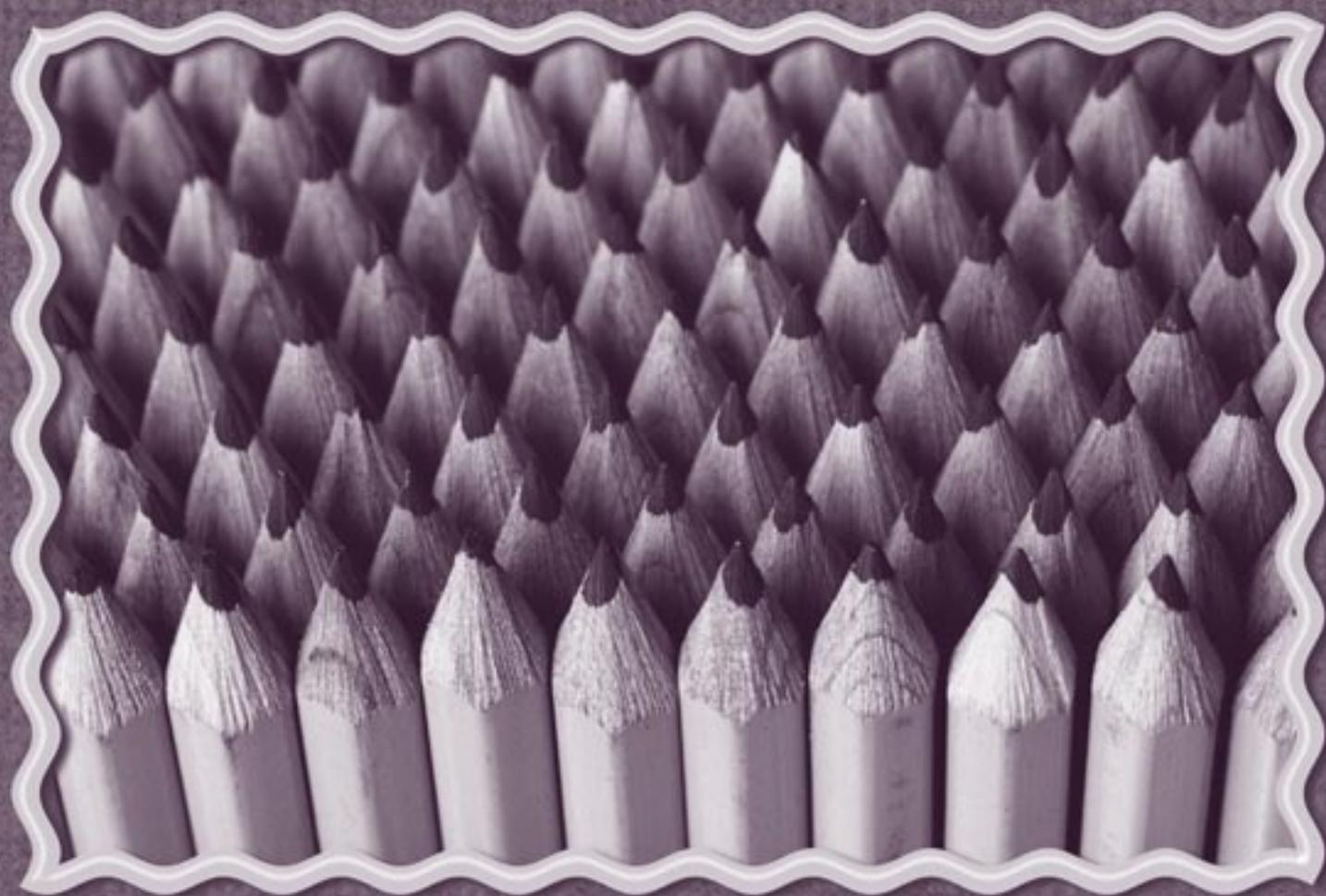


TABLE OF CONTENTS

Introduction	1
Graphic Organizers	8
Writing Prompts.....	10
Research Summary	12
Answer Key Part I	18
Answer Key Part II.....	27
Tools for Writing (<i>Reproducibles</i>)	
Answer Form for Prepare for a Test, Part I	28
Checklists	
• Student Checklist for Descriptions.....	29
• Student Checklist for Instructions	30
• Student Checklist for Book Reports.....	31
• Student Checklist for Stories	32
Rubrics	
• Rubric for Descriptions	33
• Rubric for Instructions	34
• Rubric for Book Reports	35
• Rubric for Stories	36
Post-writing	
• Think About Your Writing—Descriptions	37
• Think About Your Writing—Instructions	38
• Think About Your Writing—Book Reports.....	39
• Think About Your Writing—Stories	40
Word Lists	
• Adjectives	41
• Adverbs.....	43
• Homophones	44
• Contractions	44
Glossary of Writing and Testing Terms	45

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INTRODUCTION

What is the *WRITE!* series?

The *WRITE!* series is a **writing** program with a basis in **grammar, usage, and mechanics**. Comprised of eight books (Books A–H), the program gives students the tools they need to improve their writing skills.

Who should use the *WRITE!* series?

WRITE! can be used by all students who want to write better. *WRITE!* has been developed to give students practice with the foundations of writing and in-depth experience with genre-specific writing so that they can improve their writing skills and raise their scores on standards-based tests.

What is in the Teacher Guide?

The Teacher Guide contains supplementary resources that can be used to support and extend students' writing experiences. These resources include the following:

- An introduction that provides information about
 - the focus and content of *WRITE!*
 - the features of *WRITE!* lessons
 - suggested schedule for completing *WRITE!*
- Additional graphic organizers and writing prompts
- Research that supports *WRITE!*
- Answer Keys for Part I and Part II
- Reproducible Tools for Writing
 - Answer Form for Prepare for a Test, Part I
 - Student Checklists for Writing in Each Genre
 - Rubrics
 - Post-writing Forms
 - Supplementary Word Lists
 - Glossary of Writing and Testing Terms

What is in the Student Book?

The Student Book consists of two parts. Part I of the Student Book builds a **foundation** in grammar, usage, and mechanics (GUM) through 30 concise lessons that provide instruction, practice, and writing experience.

Part II of Book A includes four writing lessons that contain student-based writing models of descriptive, instructional, book report, and story writing. After studying each model, students themselves write in the targeted genre. Graphic organizers, checklists, sample peer-conferencing questions, and a post-writing form guide them through the process. Separate checklists cover genre-specific composition issues and the grammar, usage, and mechanics skills taught in Part I.

How should I implement *WRITE!* in the classroom?

Student Book Part I: Foundations

Lessons 1–30

Think About: Guide students through the introduction, including the examples of the GUM skill being taught.

Study a Model: Guide students as they read the writing model. Then discuss with them how the GUM skill is used within the model by calling attention to the **Notes**.

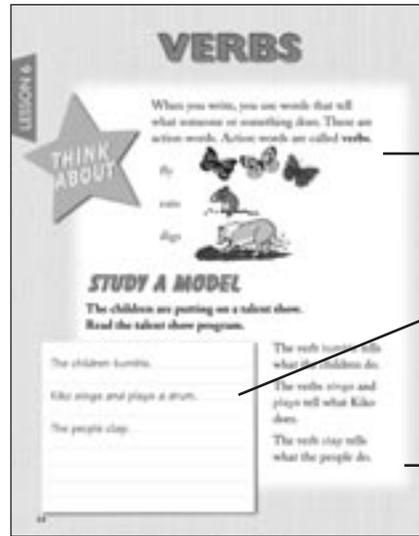
Practice: Have students complete the practice activity independently, in small groups, or as a class. Model one or two items before students begin. Discuss the answers when students are done.

Write: Direct students, individually or with partners, to do their own writing. This can be done in class or as homework. Point out that the writing is similar to the writing in the **model** which students may use for guidance. Publish the students' short writing pieces in class books or have students save their Part I writing. At a later time, students may revisit, revise, and share favorite pieces.

Prepare for a Test, Part I: Inform students that they will take a GUM-skills test that is similar to writing tests they may take in later grades. Explain that this test consists of three error-filled **selections** with numbered sentences. Following each selection are 10 **selected-response questions** that assess the GUM skills taught in Part I by having students identify the errors in the numbered sentences.

Provide necessary materials and a quiet environment for taking the test. Share test-taking strategies with students. Conduct a think-aloud model for a sample test question. Time the test according to the standards-based test your students will take in future years.

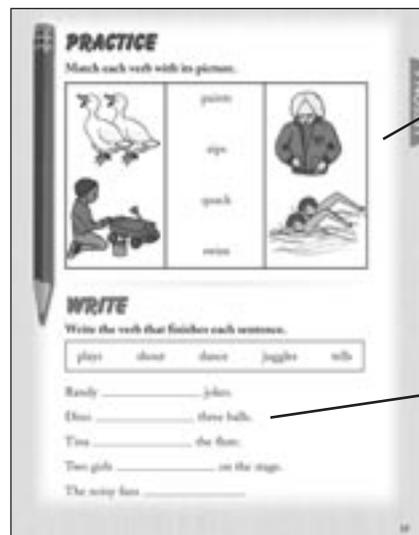
When the testing is over, correct the tests individually or guide the class in correcting them. Discuss the answers.



Think About
general introduction of the GUM skill covered in the lesson, with examples

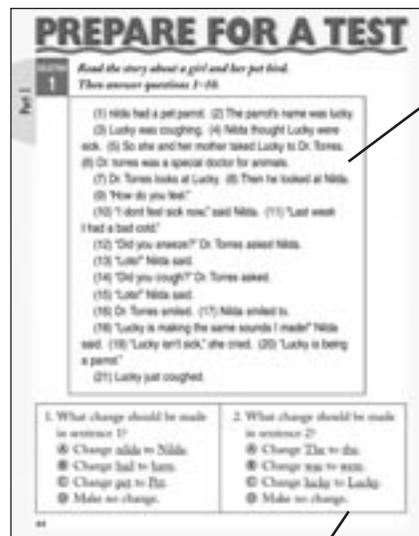
Study a Model
short writing model that exemplifies the GUM skill in context

Notes
notes with comments on GUM skill examples in the model



Practice
an activity that provides students with practice of the GUM skill

Write
students write using the GUM skill



Prepare for a Test
Part I test prep including 2 selections with numbered sentences and embedded errors

Selected-response Questions
Part I test prep including 20 questions that are based on the selections and that test Part I GUM skills

Student Book Part II: Models

Lessons 31–34

Lesson Opener: Guide students through the **Introduction** to the writing genre, making sure they understand key terms and concepts. Next, have students read the **Writing Prompt**. Make sure they understand what the prompt is attempting to elicit. Then ask students to read the **Sample Writing Model**, which exemplifies excellent writing in the specific genre. Finally, discuss the **Writing Tips** box, which includes information for the genre being taught. Find examples of the tips in the writing model.

Graphic Organizers: Explain that graphic organizers are helpful for

- deciding what information will go into a piece of writing,
- organizing the information, and
- recognizing relationships among pieces of information.

Graphic organizers can be used at any stage during the writing process, but they are most useful in the beginning, for conceptual organization.

Guide students through the graphic organizer, which has been partially filled in with information from the writing model on the previous page. Instruct students to complete the graphic organizer, using information from the writing model.

After students have completed the graphic organizer, have them discuss how they completed the organizer in small groups or as a class.

You may also display additional graphic organizers that could be used with the specific writing genre (pages 8–9 of the Teacher Guide).

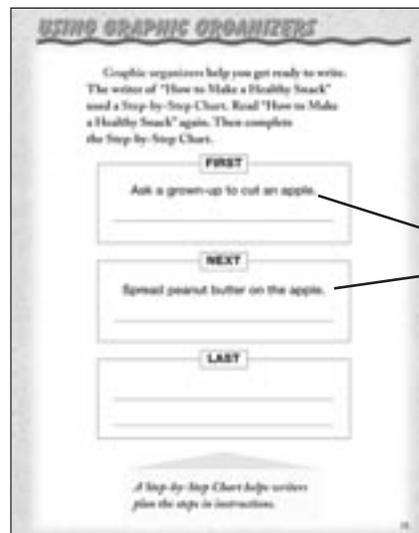


Introduction
introduction to the writing genre covered in the lesson

Writing Prompt
writing prompt for the genre

Sample Writing Model
model of student writing, written in response to the writing prompt

Writing Tips
helpful tips on writing in the genre covered in the lesson



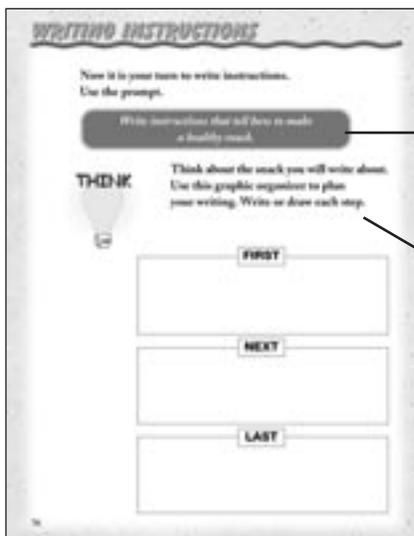
Graphic Organizer
a partially-completed graphic organizer related to the writing model on the previous page

Writing: Inform students that they will now write a selection similar to the model. Guide students in reading the writing prompt which is a repeat of the writing prompt given at the beginning of the lesson.

Think: Before students begin writing they should think about what they plan to write. A blank graphic organizer similar to the one introduced earlier in the lesson is provided to help students plan their writing.

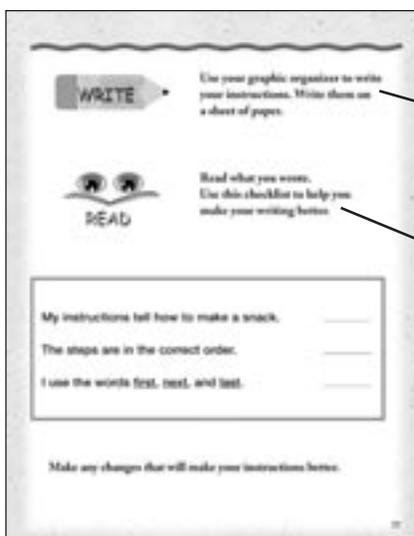
Write: On a separate sheet of paper students write the first draft of their writing task. Remind students that at this stage they need not worry about making mistakes. They should concentrate on getting all of their ideas down on paper.

Read: After students have finished their first draft, they should read what they wrote and check for sense. The student book checklist will help them make sure they have followed the Writing Tips provided earlier in the lesson. After completing the checklist, students should make any necessary changes in their writing.



Prompt repeats the prompt given at the beginning of the lesson

Think students complete a graphic organizer as part of pre-writing



Write directs students to begin writing a first draft

Read a checklist reminds students of the Writing Tips provided earlier in the lesson

Listen: Students work with a partner to check each other's writing. The student book lesson includes model questions students can ask each other about their writing. Each set of questions pertains specifically to the type of writing taught in the lesson.

Check: At this point students check their writing for errors in grammar, usage, and mechanics. The student book provides students with a checklist to help them focus on errors that are most likely to appear in the specific writing genre they are working on.

Write Again: Students write a clean copy of their writing on a separate sheet of paper.

Think About Your Writing: Students reflect upon what they have done in the lesson as they complete sentences about the lesson's writing genre.

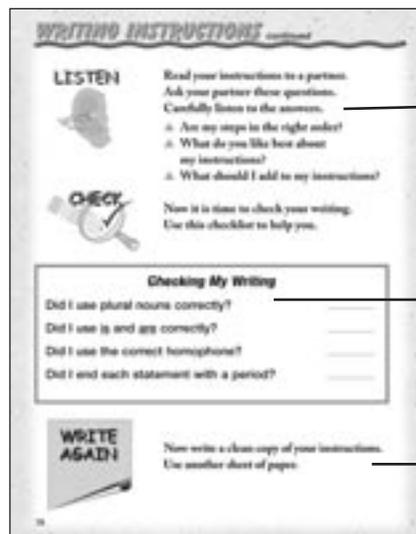
Making Connections: After students have read Making Connections, generate a class discussion about the connection of writing to personal lives, school, and the world at large. You may encourage some Making Connections activities to be done in groups or as a class, and you may elicit additional suggestions for Making Connections activities.

Prepare for a Test, Part II: Inform students that they will practice taking prompt-generated writing tests that are similar in format to many standards-based writing tests. Explain that each of the four test-prep items consists of a writing prompt that is similar to the prompts presented in the related Part II lesson, plus tips for writing in the genre.

Provide necessary materials and a quiet environment in which students can complete each test. Share test-taking strategies with students. Time the tests according to your state's standards-based test.

You may assess the pieces of writing individually or guide students in assessing the writing with partners or in groups. Use the checklists on pages 29–32 of the teacher guide or the rubrics on pages 33–36 of the teacher guide.

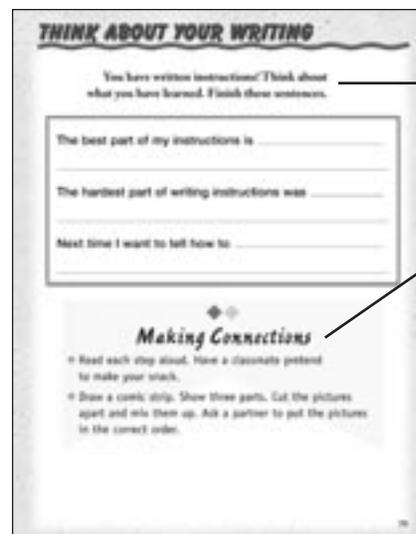
Provide special publishing opportunities for the writing, such as class anthologies or other class books, bulletin boards, wall displays, or websites.



Listen
model questions guide students through a peer conference

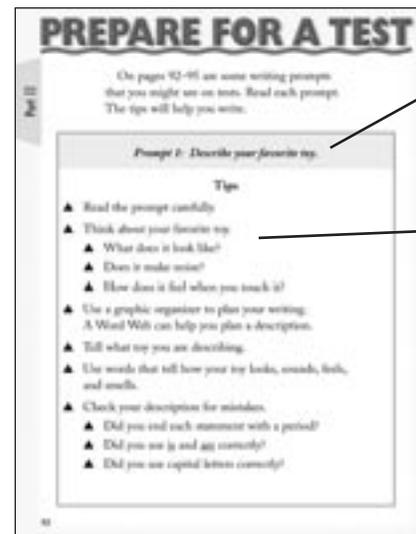
Check
a proofreading checklist helps students focus on likely errors

Write Again
students prepare a clean copy of their writing



Think About Your Writing
students reflect upon their writing as they complete a post-writing form

Making Connections
connects writing to various aspects of life



Writing Prompt
a prompt for each of four writing genres

Tips
helpful tips for responding to the prompt, based on information in the lesson

Where should students record their answers?

Part I (Lessons 1–30): Students may record their answers to the practice activity directly in the Student Book.

Prepare for a Test, Part I: Students may record their answers directly in the Student Book or on the reproducible Answer Form for the Part I test.

Part II (Lessons 31–34): Students may record their responses for the graphic organizers directly in the Student Book.

Prepare for a Test, Part II: Students should write on separate sheets of paper.

What is the assessment procedure?

Part I

Practice Activity: Correct the practice activity and then discuss the answers as a class.

Writing Activities: Students' Part I writing may be published in special class books, or students may collect their writing and review and revise it at a later time.

Prepare for a Test, Part I: Correct the test and discuss the results as a class.

Refer to the Prepare for a Test answer key on page 25 of the Teacher Guide for a list of lesson(s) covered by each test-prep question. If necessary, review the GUM skills covered in a particular lesson on an individual or class basis.

Part II

Graphic Organizers: Provide sample answers and discuss alternative answers with the class. These graphic organizers are based on the opening writing model and provide practice for students before they use graphic organizers to structure their own writing.

Student Writing from Prompt: You may use lesson material, writing tips, Student Checklists for Writing, and rubrics to assess each piece of writing.

Student Checklists for Writing (found on pages 29–32 of the teacher guide) can be used to assess student writing. There is a separate checklist for each of the four writing genres taught in the student book. Each Student Checklist for Writing contains on one page the same points found in the two checklists in the Part II student book lessons.

Rubrics (found on pages 33–36 of the teacher guide) can also be used to assess student writing. The rubrics may be reproduced and distributed to students. If you choose to assess students' writing using rubrics, explain to students the concept of rubric assessment and rubric scoring. Point out to them that evaluating writing using a rubric involves looking at the piece of writing in relation to a certain set of standards and giving the writing a score, based on how the writing compares to the standards. Each **WRITE!** rubric contains grammar, usage, and mechanics as well as composition criteria to score each writing genre. The rubric is based on a scale from 1 to 4, with 4 being the best.

Your state or district may use a different rubric scale (1 to 5 or 1 to 6, for example) to score writing, but the **WRITE!** rubrics each cover the general requirements for good writing.

As you discuss rubrics with your students, use the terms that they may need in later years when taking their state's writing test. For example, if their state uses the term *proficiency*, you should use the term *proficiency* with students when discussing rubrics.

Writing rubrics vary from state to state. A 4-point rubric in one state will be organized different from a 4-point rubric in another state. Working with the genre-specific rubrics and student checklists in **WRITE!** will give students the foundation necessary for understanding rubrics that have other features.

Prepare for a Test, Part II: Use lesson material, testing tips, Student Checklists, and rubrics to assess each piece of student writing. Student writing may be published in special class projects. Students may also choose favorite pieces for their writing portfolio.