

TEACHER GUIDE

# WRITE! **H**

*Foundations and Models  
for Proficiency*



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# INTRODUCTION

## What is the *WRITE!* series?

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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.

*WRITE!* breaks down and analyzes rubric-scored writing models to help students recognize strengths and weaknesses in the writing of others. Then students transfer this learning to their own writing.

Working with *WRITE!* will help students feel comfortable with rubric-based assessment. They can then apply the skills that they gain to the features of *their state's specific rubrics*.

## Who should use the *WRITE!* series?

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*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 rubric-based, 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?

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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 schedules 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
  - Partner Comments Sheet
  - Beginnings, Middles, and Endings Chart
  - Supplementary Word Lists
  - Glossary of Writing and Testing Terms

## What is in the Student Book?

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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 includes intensive, analytical writing lessons that contain student-based writing **models** that cover descriptive, narrative, expository, and persuasive writing genres.

Because student writing is often assessed with rubrics in classroom and testing situations, the writing models in each Part II lesson have a rubric-scored format. The rubrics on which this structure is based are genre-specific and cover both GUM skills and composition skills. Partner Comments and Teacher Comments guide students through each writing model. A section called Your Turn directs students to find and fix specific GUM errors in the writing models. Page references to relevant Part I lessons allow quick access to GUM skills that need review.

After working with the scored models, students score four additional writing models and write comments about each one. Then they create their own piece of writing in the specific genre.

# 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 the exemplification of the GUM skill within the model by calling attention to the arrowed **Notes**.

**Practice:** Have students complete the A, B, and C skills practice activities independently, in small groups, or as a class. Model one or two items before students begin. Discuss the answers when students are done.

**Rule:** Review the GUM skill rule with students, adding clarification as needed.

**Write:** Direct students, individually or with partners, to create their own short piece of authentic writing. This can be done in class or as homework. Point out that the form of writing is similar to the form of writing in **Study a Model**. Encourage students to refer back to the model for guidance.

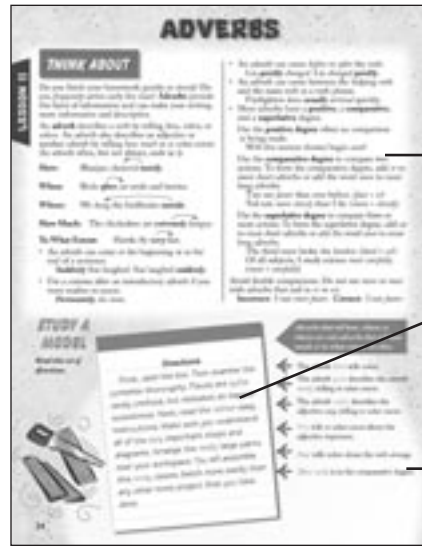
Publish the students' short writing pieces in class books or have students save their Part I writing. At a later time, students may revisit, revise, and share favorite pieces.

**Writing Tip:** Discuss with students the tip(s) connecting the GUM skill to writing.

**Prepare for a Test, Part I:** Inform students that they will prepare for standards-based tests by taking a GUM-skills test that is similar in format. Explain that this test prep consists of three error-filled **selections** with numbered sentences. Following each selection are 18 **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 your state's standards-based test.

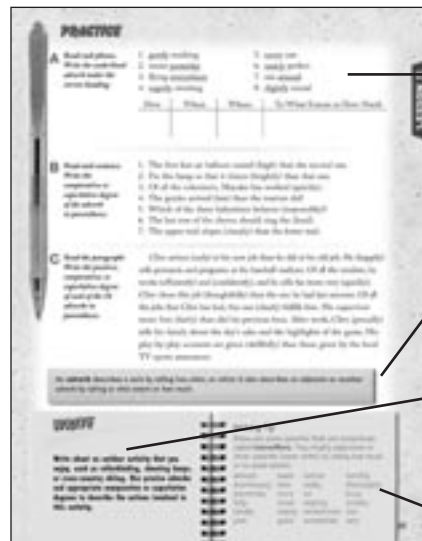
When the testing is over, correct the tests individually or guide the class in correcting them. Discuss the answers.



**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**  
arrowed notes with comments on GUM skill examples in the model



**Practice**  
three activities that progress in difficulty and that allow students to practice the GUM skill

**Rule**  
brief summary of the GUM skill

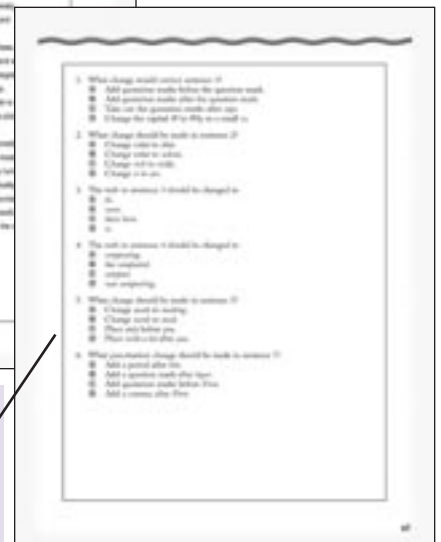
**Write**  
student writing prompt for the same form of writing as the model, using the GUM skill

**Writing Tip**  
tip(s) connecting the GUM skill to writing



**Prepare for a Test**  
Part I test prep including 3 nonfiction selections with numbered sentences and embedded errors

**Selected-response Questions**  
Part I test prep including 54 questions that are based on the selections and that test Part I GUM skills



## Student Book Part II: Models

### Lessons 31–36

**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 is error-free to exemplify 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

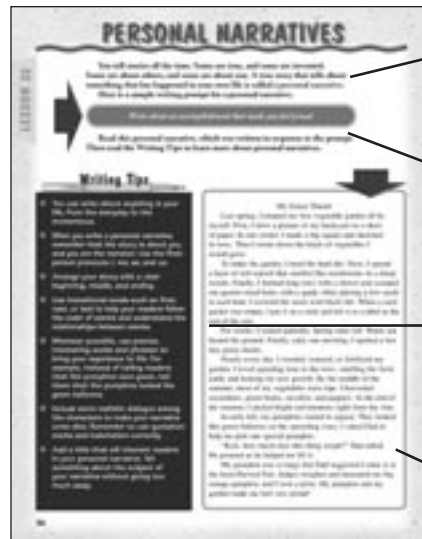
- deciding what information will go into a piece of writing,
- organizing the information, and
- recognizing relationships among pieces of information.

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 first graphic organizer, which has been filled in with specific information from the writing model on the previous page. Instruct students to complete the second graphic organizer, using information from the same writing model.

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

You may also display additional graphic organizers that could be used with the specific writing genre (pages 9–11 of the Teacher Guide).

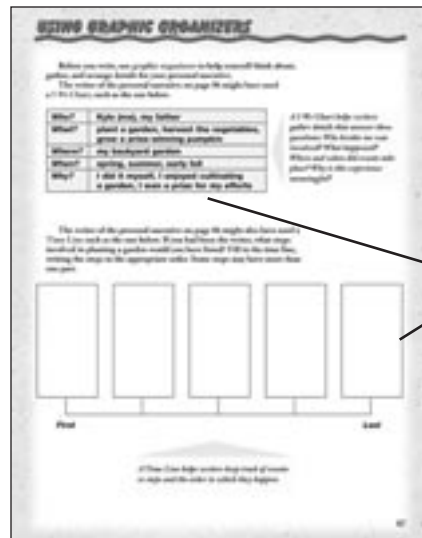


**Introduction**  
introduction to the writing genre covered in the lesson

**Writing Prompt**  
writing prompt for the genre

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

**Sample Writing Model**  
model of error-free student writing, written in response to the writing prompt



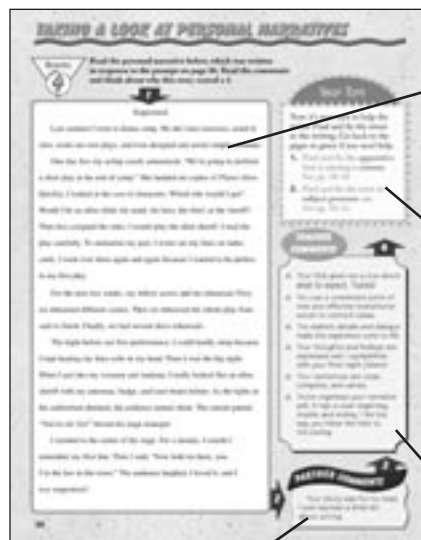
**Graphic Organizers**  
two graphic organizers related to the writing model on the previous page; the first completed; the second to be filled in by students

**Rubric-scored Writing Models:** Explain to students the concepts of rubric assessment and rubric scoring. They involve using a specific set of criteria to evaluate a piece of writing and then assigning a numeric score that falls within a specified range.

Have students read the rubric-scored writing model. Next, guide students in reading the **Partner Comments**, which represent one peer’s response to the overall quality of the writing. Then guide students in reading the **Teacher Comments**, a representative teacher response that focuses on organization, development, and syntax.

Generate class discussion about the strengths and weaknesses of the writing model. As needed, direct students back to any Part I lessons referenced in the Teacher Comments. Then lead students in finding and fixing the GUM errors called out in the numbered **Your Turn** items. You may want to have students use the proofreading symbols covered in Lesson 30 to correct the errors. If you have purchased the Transparency Set, use the transparencies of the writing models as part of this process. You can assist students in finding the errors or you can point out the errors as students find them. Guide students to referenced Part I lessons as needed for skills review.

**Rubrics:** Introduce students to the **WRITE!** rubric for the specific writing genre. Each rubric contains the GUM criteria and composition criteria used to score the writing models. The rubric is based on a scale from 1 to 4, with 4 being the best.

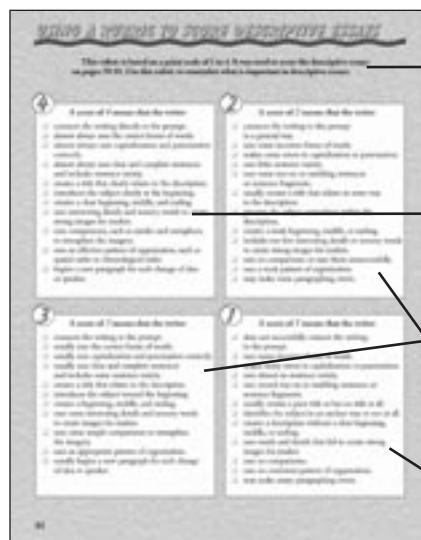


**Partner Comments**  
student partner response to the writing, which acts as a model for comments that students will later make on their own

**Rubric-scored Writing Model**  
four models of grade-appropriate writing in response to the first writing prompt for the genre, with errors embedded, corresponding to rubric score (4–1)

**Your Turn**  
numbered items directing students to find and fix specific GUM errors in the writing model; page references to related Part I GUM skill lessons

**Teacher Comments**  
teacher feedback on the strengths and weaknesses of the writing model, with some page references to relevant Part I GUM skills lessons



**Rubric Introduction**  
a brief introduction to the **WRITE!** 4-point rubric for the specific genre

**“4”** typical features of a piece of writing that scores a 4 on the 4-point rubric

**“3”** typical features of writing that scores a 3

**“2”** typical features of writing that scores a 2

**“1”** typical features of writing that scores a 1

**About Rubrics:** Rubrics vary from state to state. A 4-point rubric in one state may be organized differently from a 4-point rubric in another state, for example. If relevant, point out to students that your state uses a different rubric scale (1 to 5 or 1 to 6, for example) to score writing. You may wish to discuss with students the specific features of your state’s rubric, such as scale, criteria, and organization. Use technical terms specific to your state. For example, if your state uses the term *proficiency*, you should also use that term with students when discussing rubrics.

The **WRITE!** rubrics cover all the requirements for good writing. The Student Checklists (pages 44–50 of the Teacher Guide), based on the “4” criteria in the rubrics, can be used effectively by students writing to any rubric scale. Working with the **WRITE!** genre-specific rubrics and checklists provides students with the framework for understanding other rubrics that have a variety of formats and point scales.

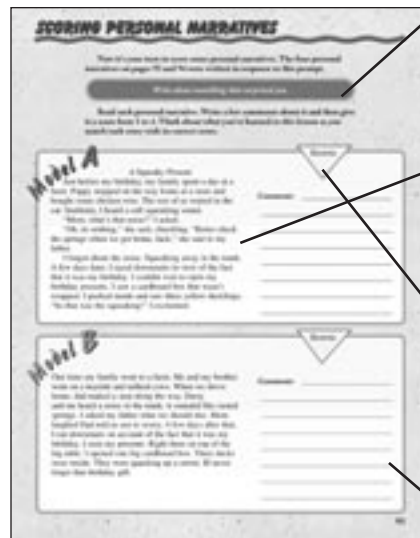
**Scoring Models:** Inform students that they will now use what they have learned in the lesson to score four different writing models in the same genre. Have students, as a class or individually, read the new **Writing Prompt**. Next, students read and assess each writing model, giving it a **Score** of either 4, 3, 2, or 1. Students should then write brief **Comments** about each model. You may suggest that students use the Partner Comments in the lesson for guidance. Finally, lead a class discussion in which students comment on the strengths and weaknesses of each model and the score they gave it.

**Writing Prompt and Tips:** Now students get to create their own piece of writing in the genre. Guide them in reading the writing prompt and the numbered writing tips that follow it. Then provide students with the **Student Checklist** for that writing genre (reproducibles on pages 44–50 of the Teacher Guide). Have students follow the prompt and prepare their own piece of writing, using the rubrics, the writing tips, the checklist, and all that they’ve learned in the lesson to guide them. (See additional writing prompts on pages 12–13 of the Teacher Guide.) Students should proofread, revise, and edit their writing as needed.

**Working with a Partner:** When students have finished their piece of writing, have them exchange papers with a partner to assess and score each other’s work. Provide copies of the **Partner Comments** sheet (reproducible on page 51 of the Teacher Guide) for students to complete. Encourage students to be positive and supportive during the peer assessment process. Emphasize to students that they will make the final decisions about any changes that are made to their writing.

**Making Connections:** You may use this section to generate a class discussion about the connection of writing to students’ personal lives, to their experiences at school, and to the world at large. Viewing writing in these expanded contexts can help students appreciate the value of effective writing.

You may have students do the Connections activities in groups or as a class. You may also elicit additional suggestions for Connections items.

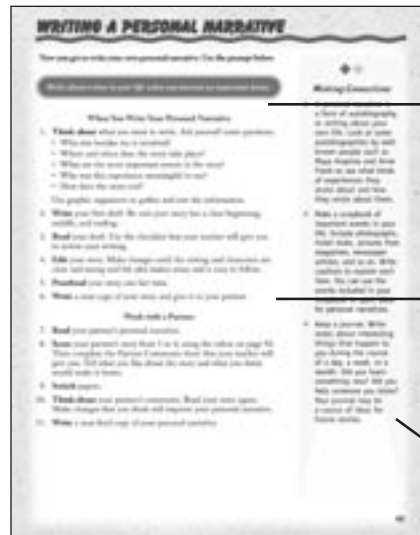


**Writing Prompt**  
new prompt, for the same writing genre

**Scoring Model**  
writing models similar to earlier models in the lesson, with each model corresponding to a 4, 3, 2, or 1 rubric score

**Score Triangle**  
space for students to record the rubric score after analyzing each model

**Comments**  
writing lines on which students record comments about each writing model that are similar to the Partner Comments presented earlier



**Writing Prompt**  
new prompt for same genre, for students to create their own piece of writing

**Tips**  
reminders for students about writing in the genre; suggestions for working with a partner to assess and score writing

**Making Connections**  
show connection of writing to various aspects of life

STUDENT CHECKLIST FOR DESCRIPTIVE ESSAYS	
<b>Descriptive Essays</b>	<input checked="" type="checkbox"/>
I connected the writing directly to the prompt.	<input type="checkbox"/>
I introduced the subject clearly at the beginning.	<input type="checkbox"/>
I developed a clear beginning, middle, and ending.	<input type="checkbox"/>
I chose interesting descriptive details to build the description.	<input type="checkbox"/>
I used colorful, sensory words to create vivid mental images for readers.	<input type="checkbox"/>
I used an effective pattern of organization (sequence, placement, importance).	<input type="checkbox"/>
<b>Sentences and Paragraphs</b>	
I wrote clear and complete sentences.	<input type="checkbox"/>
I wrote different kinds of sentences and varied the structure of sentences.	<input type="checkbox"/>
I avoided run-on and rambling sentences.	<input type="checkbox"/>
I began a new paragraph for each change of idea or speaker.	<input type="checkbox"/>
I indented the first line of each new paragraph.	<input type="checkbox"/>
<b>Parts of Speech</b>	
I used the correct forms of nouns.	<input type="checkbox"/>
I used the correct personal pronouns to replace nouns.	<input type="checkbox"/>
I used interrogative, relative, reflexive, or intensive pronouns correctly.	<input type="checkbox"/>
I used correct verb tenses.	<input type="checkbox"/>
I used correct subject-verb agreement.	<input type="checkbox"/>
I used conjunctions correctly.	<input type="checkbox"/>
I used modifiers correctly.	<input type="checkbox"/>
I used homophones correctly.	<input type="checkbox"/>
<b>Capitalization and Punctuation</b>	
I began sentences and quotations with a capital letter.	<input type="checkbox"/>
I capitalized the names of people, places, and things correctly.	<input type="checkbox"/>
I ended sentences with the correct punctuation mark.	<input type="checkbox"/>
I used commas in the right places.	<input type="checkbox"/>
I used apostrophes correctly.	<input type="checkbox"/>
I used quotation marks correctly.	<input type="checkbox"/>
I used italics or underlining correctly.	<input type="checkbox"/>

**Partner Comments**  
*Reproducible*

**PARTNER COMMENTS**

Date: \_\_\_\_\_

Type of Writing: \_\_\_\_\_

Writer's Name: \_\_\_\_\_

Partner's Name: \_\_\_\_\_

Score:

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student Checklist**  
*Reproducible*

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## Lesson 37

**Research Reports:** Point out to students that they will not usually see writing prompts for research reports on standards-based tests because it is not feasible to gather research information in testing situations. However, research reports are often assigned in class. Also, the process of writing research reports develops cognitive and organizational skills that students will need to use throughout their lives.

Lead students through the instructions on how to write research reports. Next, have students read and discuss the sample research report and then, individually or in groups, complete the outline. Later, you may have students write their own research report for practice.

**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 six 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 rubric or the checklist for the genre.

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

This page contains a form titled "Outline of Research Report" with three main sections: I. Choose 1 Topic, II. Choose 2 Endorsements with Examples, and III. Choose 3 Research Items. Each section has sub-sections A, B, and C with lines for writing. Below the form are instructions for writing an opening paragraph, a body paragraph, and a closing paragraph, each with a "Model" and a "Writing" prompt.

**Outline**  
organizer for students to complete using information from the research report

This page is titled "PREPARE FOR A TEST" and "Part II". It contains two writing prompts. The first prompt is "Write an essay describing a scientific discovery or invention in 1750" and the second is "Write an essay about a time when you had a challenge in your life". Each prompt is followed by a list of tips for writing in that genre.

**Writing Prompt**  
a prompt for each of 6 writing genres

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