



Teacher Guide



Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction



Learning to express themselves in writing is both an art and a science for students.

The primary objective of these “How to” composition guides is to teach the process or science of writing. The author has taken care throughout this study guide to emphasize the concept that writing anything from a short paragraph to a long research report should be done by using the steps of prewriting, drafting, revising, proofreading, and publishing which make up the writing process.



The “Writing Watch Dog” emphasizes important concepts throughout the book. Readily available definitions of terms as well as many opportunities to practice the skills being taught make this book user-friendly and easy to understand. In addition, the objectives used in this book are structured using Bloom’s Taxonomy of Learning to ensure educational appropriateness.

passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

Writing Tasks are included to further develop students’ thinking skills and understanding of the concepts. The **Assessment Rubric** (page 4) is a useful tool for evaluating students’ responses to many of the activities in our resource. The **Comprehension Quiz** (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

Teacher Guide

- Information and tools for the teacher



Student Handout

- Reproducible worksheets and activities



Easy Marking™ Answer Key

- Answers for student activities

How Is Our Resource Organized?

STUDENT HANDOUTS

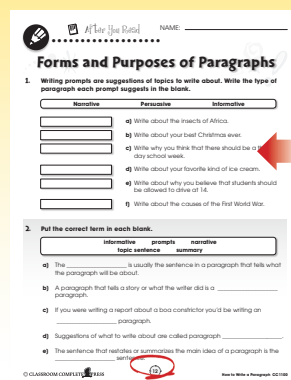
Reading passages and **activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

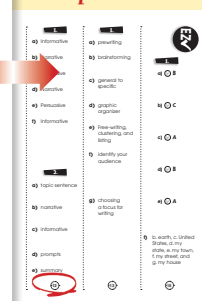
- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented.
- The **AFTER YOU READ** activities check students’ comprehension of the concepts presented in the reading

EASY MARKING™ ANSWER KEY

Marking students’ worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!





Things to Watch for When You Revise

Revision gives you the chance to make your writing better. As you **revise**, or reread, your paragraph, there are some things that can make your writing hard to understand. Some of these things to watch out for are:

- ✓ **The need for sensory words** - sensory words refer to any of your five senses – seeing, smelling, tasting, touching, and hearing. Adding sensory words help make your sentences interesting and colorful. **Example:** The thunder crashed as the lightning burned a path to the old tree.
- ✓ **Misplaced modifiers** – Modifiers are words that describe other words. Modifiers need to be placed as close to the words they describe as possible. Funny things happen when they aren't. **Example:** The young girl was walking a dog with a navy skirt on. **Better:** The young girl wearing a navy skirt was walking her dog.
- ✓ **The need for various sentence patterns** – writers often get into the habit of using only simple sentences. This can make their writing short and choppy. **Example:** Batman is a hero. He drives a big, black car. He saves people in trouble. This problem can be solved by using conjunctions such as "and," "but", "for," "or," "because" and "so" to join the short, choppy sentences together. **Better:** Batman is a hero who drives a big, black car and saves people in trouble. This is a compound sentence or two or more sentences joined together with conjunctions.
- ✓ **Misusing facts and opinions** – writers sometimes confuse their own **opinions** (ideas of how things should be that may not always hold true) with the **facts** (something that can always be proven). Be sure to know the difference between facts and opinions.
- ✓ **"Wordy" sentences** - Good writing is simple and direct. Too many times, writers use words that have the same meanings as others they've already used. **Example:** That boy in my class is a very sick boy. **Better:** That boy in my class is very sick.
- ✓ **Types of sentences** – there are four types of sentences. They are:
 1. statement – a sentence that states a fact or opinion and ends with a period.
 2. question – a sentence that asks a question and ends with a question mark.
 3. exclamation – a sentence that shows excitement or surprise and ends with an exclamation mark
 4. command – a sentence that gives a command and may end with a period or an exclamation mark.

As a writer, you should make an effort to use all four kinds in your paragraphs.



Comprehension Quiz

13

Put the letter of the correct term beside its definition:

- | | | | | |
|----------|-------------------------------|--------------------------|--|-----------|
| A | 5 W's Chart | <input type="checkbox"/> | an essay scoring guide | 1 |
| B | Venn Diagram | <input type="checkbox"/> | means "to see again"; the third step in the writing process | 2 |
| C | Cause and Effect Chart | <input type="checkbox"/> | anyone who reads, sees, or hears a message or composition | 3 |
| D | drafting | <input type="checkbox"/> | a type of graphic organizer used in the prewriting stage that lets the writer think about and list the "Who, When, Where, What, and Why" of a story or event | 4 |
| E | audience | <input type="checkbox"/> | a graphic organizer to use during the drafting stage of writing | 5 |
| F | Paragraph Sandwich | <input type="checkbox"/> | a diagram made up of two or more intersecting circles representing relationships among concepts. It is a good way to compare and contrast two ideas or things and to organize your thoughts for prewriting | 6 |
| G | revision | <input type="checkbox"/> | a graphic organizer used in prewriting that shows the relationship between two events when one of the events is the reason the other occurred | 7 |
| H | rubric | <input type="checkbox"/> | the second step in the writing process | 8 |
| I | proofreading | <input type="checkbox"/> | ideas of how things should be that may not always hold true | 9 |
| J | demon words | <input type="checkbox"/> | something that can always be proven | 10 |
| K | dictionary | <input type="checkbox"/> | the best place to check the spelling of a word | 11 |
| L | fact | <input type="checkbox"/> | 100 words that may look misspelled even when they are not | 12 |
| M | opinion | <input type="checkbox"/> | the fourth step in the writing process | 13 |

SUBTOTAL: /13

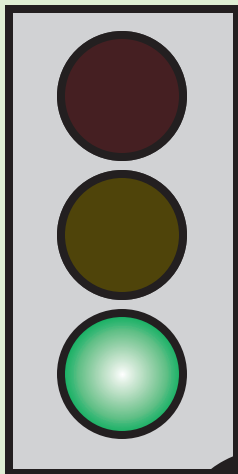
Transition or Linking Words



Some linking words tell you the order of things. You know that the colors of a traffic light are green, yellow, and red. Green means "go" – there is more to come. Yellow means "caution, or slow down". Red means "stop" or "this is the end". There are many other words that mean, "go", "slow down" or "stop". Review them on the Traffic Light Words List below. **Remember that these words are linking or transition words.**

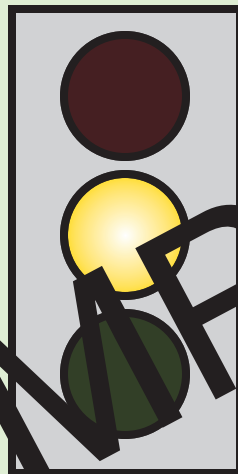
Traffic Light Words

Green Light Words



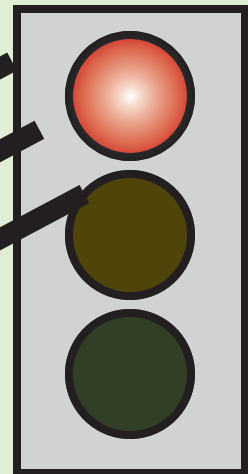
first
in the beginning
firstly
prior
immediately
today

Yellow Light Words



second
next
then
in the meantime
during
meanwhile
until

Red Light Words



ninth
finally
last
in conclusion
in the end
after
afterward
subsequently

SAMPLE