



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.



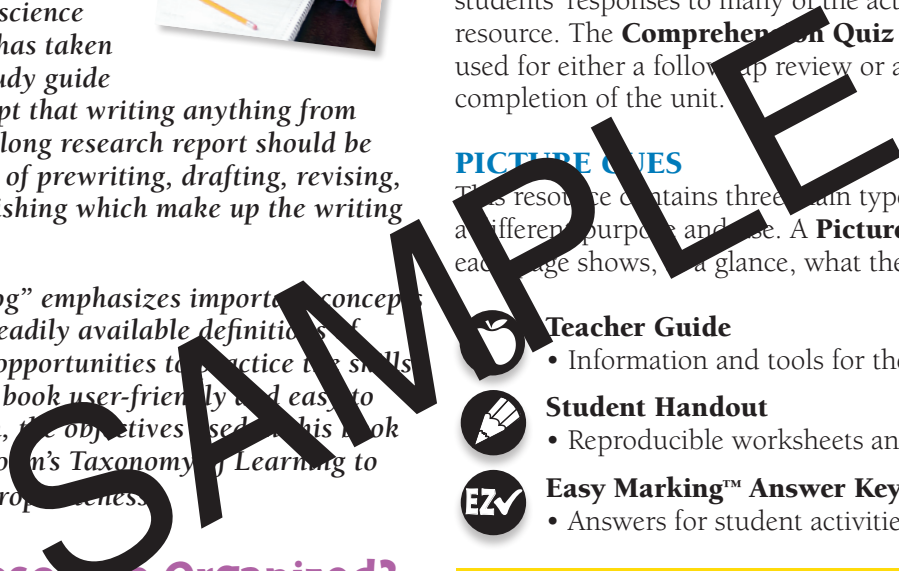
The “Writing Watch Dog” emphasizes important concepts throughout the book. Readily available definitions of terms as well as many opportunities to practice the skills being taught make this book user-friendly and easy to understand. In addition, the objectives used in this book are structured using Bloom’s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

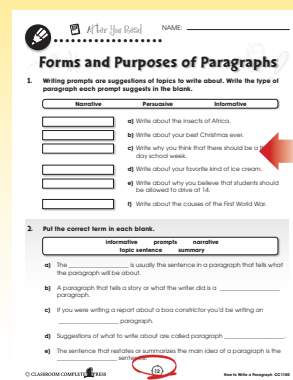
Reading passages and activities (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what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

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

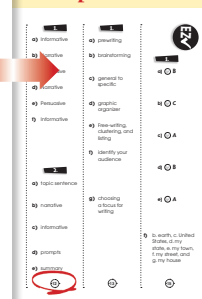
- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also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





Forms and Purposes of Paragraphs

1. Writing prompts are suggestions of topics to write about. Write the type of paragraph each prompt suggests in the blank.

Narrative	Persuasive	Informative
-----------	------------	-------------

a) Write about the insects of Africa.

b) Write about your best Christmas ever.

c) Write why you think that there should be a three-day school week.

d) Write about your favorite kind of ice cream.

e) Write about what you believe that students should be allowed to have at 11.

f) Write about the causes of the First World War.

2. Put the correct term in each blank.

informative	prompts	narrative
topic sentence	summary	

- a) The _____ is usually the sentence in a paragraph that tells what the paragraph will be about.
- b) A paragraph that tells a story or what the writer did is a _____ paragraph.
- c) If you were writing a report about a boa constrictor you'd be writing an _____ paragraph.
- d) Suggestions of what to write about are called paragraph _____.
- e) The sentence that restates or summarizes the main idea of a paragraph is the _____ sentence.

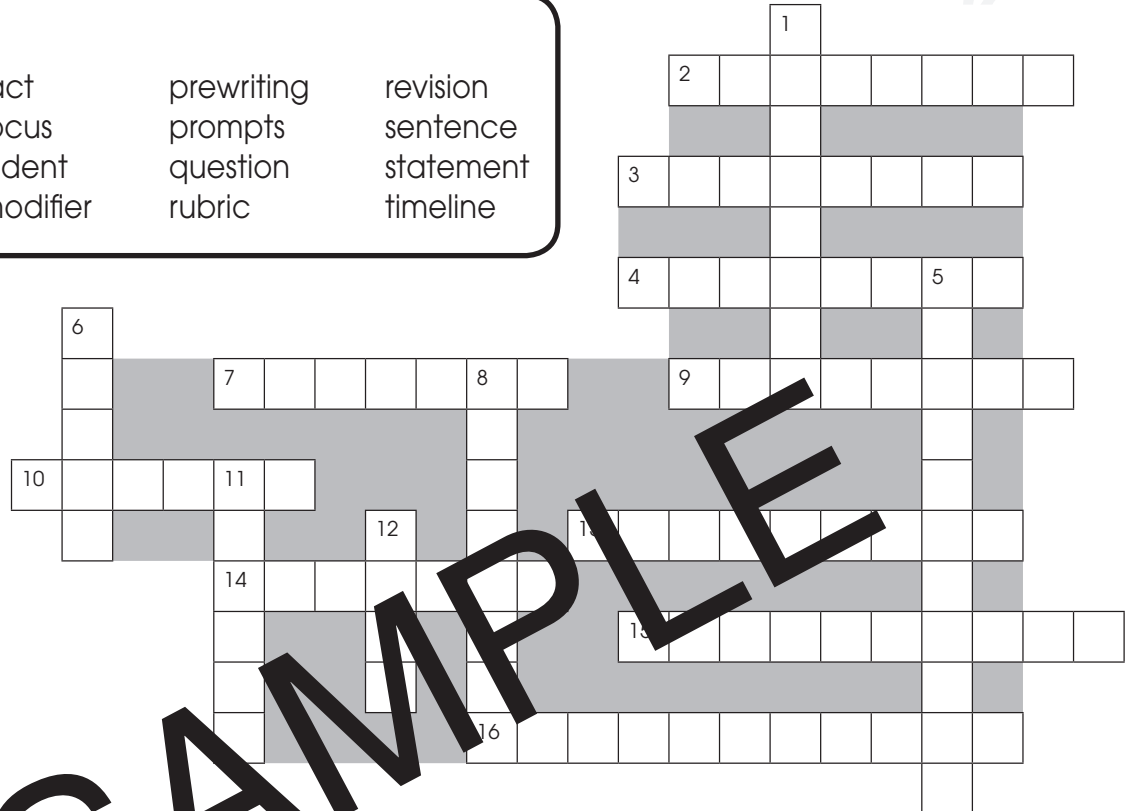
NAME: _____



Crossword

Word List

audience	fact	prewriting	revision
conjunction	focus	prompts	sentence
details	indent	question	statement
exclamation	modifier	rubric	timeline



Across

2. A sentence that ends in a question mark
3. A word that describes another word
4. Those who will read or hear your writing
7. Suggestions of what to write about
9. A group of words that makes a complete thought
10. Lists all the information your teacher will be using to assess your writing
13. A sentence that tells something
14. Sentences that add more information about a topic
15. The first stage of the writing process
16. A sentence that shows excitement

Down

1. The third step in the writing process
5. A joining word such as "and", "but", "or", "because"
6. What you are writing about
8. A graphic organizer showing the key events within a particular period of time
11. Move 5 or more spaces to the right when beginning a paragraph
12. A statement that can be proven

General to Specific



This General to Specific graphic organizer helps students categorize various groups of words by showing their relationships with each other. For elementary students, beginning at the most general term (such as “animal”) and narrowing the topic down to a very specific term (“lion”) is usually most effective.

