



# 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.



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

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.

## How Is Our Resource Organized?

### STUDENT HANDOUTS

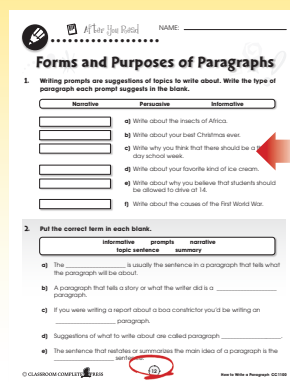
**Reading passages** and **activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand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

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

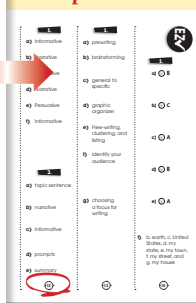
- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also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





# Drafting Your Paragraph

Put the letter of the correct term beside its definition:

<b>A</b>	<b>prewriting</b>		anyone who reads or hears your writing	<b>1</b>
<b>B</b>	<b>drafting</b>		states what you want your readers to know, believe, or understand after reading your paragraph	<b>2</b>
<b>C</b>	<b>writing</b>		putting your ideas on paper as sentences for the first time – the second step in the writing process	<b>3</b>
<b>D</b>	<b>purpose for writing</b>		the sentences in the middle of the paragraph that tell more about the topic	<b>4</b>
<b>E</b>	<b>audience</b>		the first step in the writing process	<b>5</b>
<b>F</b>	<b>things to know about your audience</b>		your reason for writing a paragraph	<b>6</b>
<b>G</b>	<b>topic sentence</b>		a process or set of steps toward a goal	<b>7</b>
<b>H</b>	<b>detail sentence</b>		Who they are; what level of information they have about your subject; and the context, or situation, in which they will be reading a piece of writing	<b>8</b>
<b>I</b>	<b>summary sentence</b>		the last sentence in a paragraph, it restates the idea in the topic sentence	<b>9</b>

SAMPLE

A Good Topic Sentence Should:	Bad Example	Good Example
1. be a statement not a question.	"Will the students of City Elementary School successfully complete the written composition exams?"	"Because of their determination and hard work, the students of City Elementary School successfully completed the written composition exams."
2. not be too broad	"All the students did great work."	"The students used correct punctuation, grammar, and sentence structure on their composition exams."
3. not look like an announcement	"They made the highest scores in the school's history."	"As a result of their preparation and enthusiasm, the students made the highest scores in the school's history."



# Comprehension Quiz

13

Put the letter of the correct term beside its definition:

- |          |                        |                          |  |           |
|----------|------------------------|--------------------------|--|-----------|
| <b>A</b> | 5 W's Chart            | <input type="checkbox"/> | an essay scoring guide   | <b>1</b>  |
| <b>B</b> | Venn Diagram           | <input type="checkbox"/> | means "to see again"; the third step in the writing process  | <b>2</b>  |
| <b>C</b> | Cause and Effect Chart | <input type="checkbox"/> | anyone who reads, sees, or hears a message or composition  | <b>3</b>  |
| <b>D</b> | 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   | <b>4</b>  |
| <b>E</b> | audience               | <input type="checkbox"/> | a graphic organizer to use during the drafting stage of writing  | <b>5</b>  |
| <b>F</b> | 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 | <b>6</b>  |
| <b>G</b> | 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  | <b>7</b>  |
| <b>H</b> | rubric                 | <input type="checkbox"/> | the second step in the writing process   | <b>8</b>  |
| <b>I</b> | proofreading           | <input type="checkbox"/> | ideas of how things should be that may not always hold true  | <b>9</b>  |
| <b>J</b> | demon words            | <input type="checkbox"/> | something that can always be proven  | <b>10</b> |
| <b>K</b> | dictionary             | <input type="checkbox"/> | the best place to check the spelling of a word   | <b>11</b> |
| <b>L</b> | fact                   | <input type="checkbox"/> | 100 words that may look misspelled even when they are not  | <b>12</b> |
| <b>M</b> | opinion                | <input type="checkbox"/> | the fourth step in the writing process   | <b>13</b> |

**SUBTOTAL: /13**

# Causes & Consequences for an Effect



Give 2 causes and 1 consequence for each event.

**Event 1:** You are late for school

**happens**

**because:**

**because:**

**consequence:**

**consequence:**

**Event 2:** Mom gives you an unexpected gift

**happens**

**because:**

**because:**

**consequence:**

**consequence:**

SAMPLE

This Cause and Effect graphic organizer assists students in seeing the influence that certain events or actions have on other events or actions.