



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.

SAMPLE

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

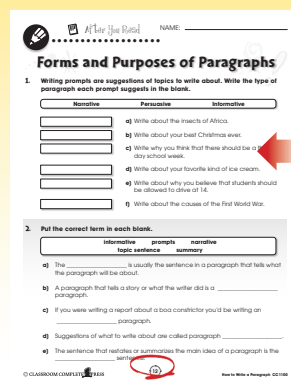
Reading passages and activities (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what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

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

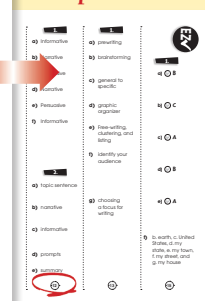
- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also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





Revising your Paragraph

Now that you have written the first draft of your paragraph it is time to begin the **revision process**. **Revising** is the third step in the writing process. The word, revision, actually means, "to see again". That's exactly what you should do in the revision process – see or read your paragraph or essay again. The other two steps are 1. prewriting and 2. drafting. Revision is the step when you read what you have written and decide how to improve the content and style of the writing.

The first part of the revision process is to **rest**. That's right, you need to rest a bit after you've written your paragraph or essay. Then, after a few minutes or more, you can reread what you have written with "fresh eyes". As you reread, you can decide what needs to be added to your paragraph or essay.

After you rest, you will begin to **review** your writing. As you review, look closely at the table on the right:

Things to Do When You Review Your First Draft	
1.	Make sure all your paragraphs have topic sentences.
2.	Make sure your supporting sentences focus on the main idea.
3.	Make sure you have a closing sentence in each paragraph.
4.	Check that all your sentences focus on the main idea of each paragraph.
5.	Read to see if your paragraphs are interesting.

Many times, your teacher may rate your writing using an essay-scoring guide. This guide may also be called a rubric, and will list all the requirements your teacher will be looking for when he/she reads your writing. Many writing rubrics look for the following:

1. Ideas	Your ideas relate to the main topic throughout the story. You write with colorful details. You add details throughout the story.
2. Organization	Your focus stays on the purpose of the story. Thoughts progress logically. You use varied transitions.
3. Style	You use a variety of sentence beginnings, structures, and lengths. You include personal experiences. You use a lively voice.
4. Conventions	Your story contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable.



The Writing Watch Dog says,
"A rubric lists all the things your teacher will look for when grading time comes. Use it as a guide for writing your paragraph!"



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

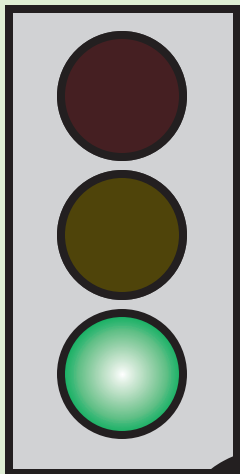
Transition or Linking Words



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.**

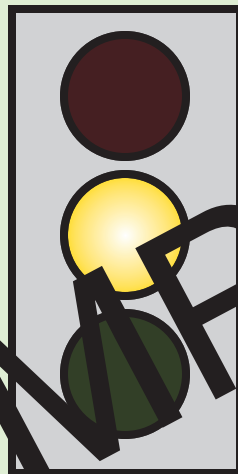
Traffic Light Words

Green Light Words



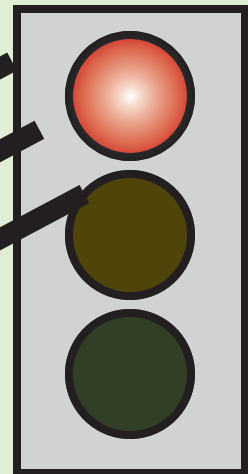
first
in the beginning
firstly
prior
immediately
today

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