



Teacher Guide



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

Introduction

Based on the five-step writing model, our “How to Write an Essay” workbook is an excellent addition to your classroom composition instruction. We include the complete coverage of the four most common types of essays as well as presenting a review of grammar and spelling topics. This material will help prepare your students for your state-mandated written composition exams as well as helping them to view writing as an enjoyable means of recording their thoughts, dreams, and goals.



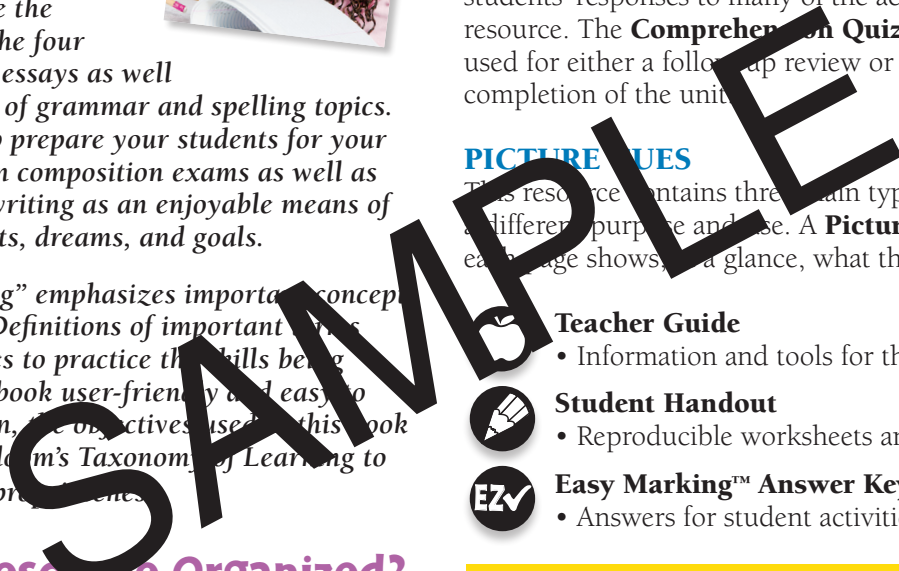
passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

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.

The “Writing Watchdog” emphasizes important concepts throughout the book. Definitions of important terms and many opportunities to practice the skills being taught also 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.



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

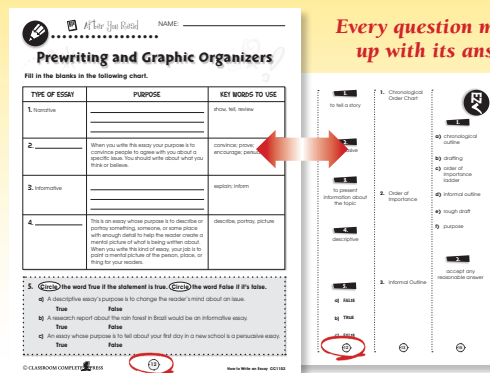
Reading passages and activities (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what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





Revising, Proofreading and Editing

1. **Circle** the correct answer in each sentence.

- a) (Its) (It's) time for lunch.
- b) I'm afraid (its) (it's) going to be a long trip in the car with my baby brother.
- c) (Its) (It's) five o'clock and no one is here!
- d) (They're) (There) (Their) going on vacation next month with (they're) (there) (their) grandparents.
- e) I looked and looked and (they're) (there) (their) it was.
- f) Mom and Dad said (they're) (there) (their) bringing home a surprise.

2. **Add the correct punctuation or capitalization to each sentence.**

- a) alex and sam read how to eat fried worms by thomas rockwell.
- b) i met kim while I was staying at the grand hotel in michigan.
- c) dr. jones said, "you'll be fine if you and jerry don't get into any more fights!"
- d) We bought milk eggs and bread at the store.
- e) Sam can you help me with this package?
- f) Kwan lives in saratoga New York.
- g) My grandmother's favorite song is Rock Around the Clock.

3. **Circle** the correct word in each sentence.

- a) (Whos) (Who's) at the door?
- b) She (couldn't) (couldnt) hear her (childrens) (children's) cries for help.
- c) The (woman's) (womans') coats hung in the hall closet
- d) I (won't) (wont) know about my grade until the mail comes.
- e) The boys (work) (works) on the project every day.
- f) We (learn) (learns) about English grammar in our class.
- g) Mr. Hill and Ms. Long (teach) (teaches) fourth grade at our school.



Comprehension Quiz

4. Identify each essay type by placing an **I** before each informative prompt, a **P** before each persuasive prompt, an **N** before each narrative prompt, and a **D** before each descriptive prompt.



- a) write about the insects in Australia
- b) write about the best birthday you ever had.
- c) write about why you believe there should be a three day school week.
- d) describe your favorite kind of ice cream
- e) should boys and girls go to separate schools
- f) What is your favorite time of year?
- g) If I Were an Astronaut
- h) Should your family move to a new city?
- i) The Causes of the Civil War
- j) The Story of Paul Bunyan and Babe the Blue Ox

SAMPLE

5. Circle the adjectives (describing words) in each sentence below:



- a) Cass was wearing her ugly, green coat. (2)
- b) I saw a shiny penny in the grass. (1)
- c) That was the best cake I ever ate! (1)
- d) Seven aliens tiptoed from the spaceship. (1)
- e) Trevor read twenty-two books last summer. (1)
- f) That is the worst game I've ever played. (1)
- g) Marie is a sad girl. (1)
- h) I love to brush my beautiful red hair! (2)

SUBTOTAL: /18

Gathering Grid



A gathering grid can help you organize information for a research report.

- Write your questions in the left hand column
- Write the title of your sources at the top of each column
- Write answers you find and note where you found them

Topic	Source 1	Source 2	Source 3
Question 1			
Question 2			
Question 3			

SAMPLE