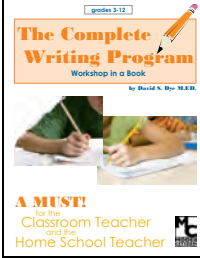


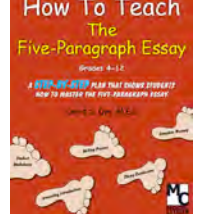
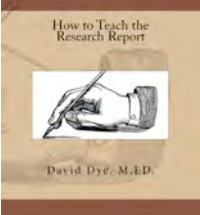


I'd like to thank you for previewing this product. CreateBetterWriters.com was created to help teachers improve the writing skills of their students. Don't forget to sign up for our free newsletter at CreateBetterWriters.com which includes free worksheets every month. Newsletter members routinely receive discounts on products and services. Below is a catalog showing a few of our current products. I wish you the very best in your effort to strengthen your students' writing.

All the best,
David Dye

	<p>Find out how to teach your students the five aspects of great writing, no matter what the grade level. This is truly <u>The Complete Writing Program</u>. Supplement your current writing program or follow the year long lesson plan. Content includes The Writing Process, Descriptive Writing, Vocabulary Development, Variety of Sentence Structure, Letter Writing, Report Writing, and much more. Furthermore, the special assessment component shows you how to teach your students how to assess each other's writing. No longer will you have to correct every single piece of writing your students complete. Let them assess each other and reinforce for each other the lessons you have taught throughout the year. Work smarter, not harder with <u>The Complete Writing Program</u>.</p>
	<p><u>Standards Based Grammar</u> meets every standard required for your grade level. This step-by-step program uses worksheets to introduce grammar, punctuation, and writing skills. Mastery of each skill is achieved through the journal assignments, which force your students to prove that they have acquired each skill. Use the parent checklists to show parents their children's strengths and areas of need for additional support at home. Use the teacher checklists to keep track of skills mastered by each student. This program is powerful enough to use exclusively as your daily grammar program, yet affordable enough to use as a supplement. Over a hundred lessons, ready to teach, right now!</p>
	<p>Tired of reading the same boring sentences? Show your students more than a dozen exciting ways to write intelligent sentences. Students learn to use a variety of sentence structures and make their writing come alive. Techniques such as Dialogue, Interrupters, Simile/Metaphor, Phrases in a Series, Hyperbole and more will have your students writing stronger sentences today. <u>Writing Tricks Plus</u> is organized into units that require students to master each trick, practice the tricks within journal assignments, model and assess the tricks for each other, and much more.</p>
	<p><u>How To Teach The Five-Paragraph Essay</u> is the definitive book on essay writing. Your students will master this very important skill using a simple, easy to learn format. They will be prepared for any timed test as they gain the ability to prewrite, write, and revise their writing in about an hour. Furthermore, your students will learn to write Interesting Introductions, Classy Conclusions, and Terrific Transitions.</p>
	<p><u>How To Teach The Research Report</u> is the definitive book on report writing. This book takes the incredibly difficult task of research report writing and breaks it into simple, easy-to-follow steps. Begin with the one-paragraph research report and teach the basics of report writing. Progress to the five-paragraph research report using the exact same techniques. Finally, the students are ready to make the smooth transition to the 3 - 5 page research report. A must for any classroom from grades five through twelve.</p>

The Complete Writing Program

— The Workshop Approach —

by David S. Dye M.ED.



Table of Contents

Preface	1
CHAPTER 1: Writing Assessment	3
Introduction	4
Overview of the Assessment Program	5
Outline of the Assessment Program	9
How the Assessment Program Works	10
One Step Beyond Assessment	20
Alternative Rubric	21
Sample Lesson Plan for Teaching the Assessment	27
CHAPTER 2: Helping Students Write Everything	
They Are Expected To Write	29
Pre-Writing	30
Essay and Prompt Writing	31
Clustering	32
Listing	35
Grade-by-Grade Expectations	38
CHAPTER 3: Helping Students Write Sentences That Show, Not Tell	47
Show - Not - Tell: Introduction	48
Teaching a Show-Not-Tell Lesson	49
Show-Not-Tell Lessons and Summaries	50
Show-Not-Tell: Overview	51
Show-Not-Tell: Paragraph Review (A student worksheet)	52
Show-Not-Tell: Emotions	54
Show-Not-Tell: Excited	56
Show-Not-Tell: Scared	59
Show-Not-Tell: Angry	62
Show-Not-Tell: Sad	65
Show-Not-Tell: Setting	67
Show-Not-Tell: Characterization	73
Show-Not-Tell: Poems	78
Show-Not-Tell Words (Senses)	82
Show-Not-Tell “Said”	84
Show-Not-Tell “Dead Words”	85

CHAPTER 4: Helping Students Develop a Strong Vocabulary	87
Vocabulary Lessons and Summaries	88
Picture Dictionary	89
Power Vocabulary	92
Let Me Count the Ways	97
Paraphrasing	103
Context Clues	106
Student / Teacher Game	107
 CHAPTER 5: Writing Tricks That Add Style to Your Students' Writing	 109
Writing Tricks Introduction	110
Teaching the Writing Tricks	111
Comma Rules as Writing Tricks (Student Worksheets)	113
Parts of Speech as Writing Tricks (Student Worksheets)	135
Poetry Terms and More as Writing Tricks (Student Worksheets)	153
Follow Up Writing Trick Assignments	174
 CHAPTER 6: Helping Your Students Improve Spelling and Grammar	 175
Spelling: Introduction / List of Techniques	176
Spelling List: Plurals	177
Daily Spelling Schedule	181
Spell Checker	186
Root Words	187
Rules of Thumb	188
 CHAPTER 7: Putting It All Together	 189
Bulletin Boards as Teaching Tools	190
Keeping a Writing Folder	191
Sample Lesson Plan for the First Year of Writing	192
 CHAPTER 8: Extras	 195
How To Teach Story Writing (Long Version)	196
Scary Story Lesson Plan	199
How To Teach Story Writing (Short Version)	201
Letter Writing: A Lesson Plan	203
The Research Paper: A Lesson Plan	212
 APPENDIX	 217

Preface

My first year of teaching, I had to plan an effective writing program for my middle school students. I had no clue where to begin. As I prepared for those seventh grade students, I had to ask several important questions. What should they be able to do by now? What should they be able to do by the end of the year? How do I get them there? What resources are available to help me figure this out?

Just as I began to get a handle on the seventh grade, I was transferred to the fourth grade, and the entire process started again. To help prepare myself for what I should be teaching I begged, borrowed, and stole ideas from other teachers. I collected and created material. I scribbled lesson ideas on napkins at restaurants and on the back of church bulletins while the pastor preached (no doubt creating a false impression in his mind that I was a diligent note taker, absorbing every word of his sermon.) After eight years of trial and error, I finally had a writing program that I was proud to present.

Why was I proud of this program? It clearly worked. I finally had the tools I needed to measure the writing ability of my students in September, and apply the same measurement in June to rate the amount of progress they had made. I finally had a vehicle in which the students were required to apply writing and grammar skills into their writing. I must say that, as a teacher, it is so exciting to see my students apply skills on a daily basis when so many other students forget each skill as soon as the teacher stops focusing on it. Lastly, my excitement over this writing program grows stronger every year because I can see that my students are developing good writing habits that will last them the rest of their lives.

The hardest part of the program for me is the knowledge that I only have ten months with my students to put them on the path of great writing. This is a big reason why I have placed an emphasis in this program on home school parents. They are the ones who can see their students evolve and develop the most within this program. There is enough information in this book to last their children a lifetime. True, the worksheets may be finished in a year or two, but the beauty of this program is that any new writing skill discovered can simply be incorporated into the program as easily as adding another shelf to a closet. Consider this program the closet. The worksheets that follow are the start of your wardrobe. Through your creativity and the other resources you find, you will give your students such a depth of writing knowledge that their “closet” will become a garage.

It is my tremendous pleasure to offer this program to you. I sincerely pray that you will enjoy the success that I have had. Let’s start building that closet...

Introduction



hen I was in the third grade, my teacher gave a writing assignment. I sat in my seat and worked as hard as I could to make it the greatest piece of writing a third grader could create. With my heart full of pride and a smile stretching from ear to ear, I made the trek to the teacher’s desk, awaiting the praise I was sure would be given. She scanned my brown, fat-lined paper and with a dry, expressionless face said, “Make it better.”

“Make it better? How can I make it better?” I wondered as I stumbled back to my seat. I did the best job I could on the first draft. For the next ten minutes I sat and studied my writing without a clue about how to “make it better.”

I’ve played this scene in my head for many years while creating this writing program. I swore that I would never ask students to “make it better” without giving them the tools to do it. I would be specific as to what I wanted. I would be clear about how they should do it. Most of all, I would show my students specifically why their changes made their writing better.

As Ecclesiastes says, “There’s nothing new under the sun.” This can be said about my writing program. I’ve studied close to a hundred writing rubrics from school districts all over the country, and I’ve studied numerous other writing programs. While none of them accomplished specifically what I wanted, many of them contained great ideas.

When my writing program was finally in place, I realized that I had a program that was uniquely my own. The students knew exactly what it took to be a great writer. They were learning to recognize text that had the elements of great writing. They were going back to their first drafts and rewriting sentences, adding or deleting sentences, and changing vocabulary based on what they already knew about great writing.

Your students will do the same thing. Take your time getting comfortable with this chapter. Once you have a solid understanding of the Writing Assessment Checklist, the rest of the program will fall into place much more easily. Have fun.

Writing Assessment Checklist

1. Did the writer completely cover the topic?
2. Did the writer use Show-Not-Tell sentences?
3. How is the writer's vocabulary?
4. Did the writer use Writing Tricks?
5. Overall, how did the writer do?

The Writing Assessment Chart

Name _____
Writing Assessment Sheet
Type of writing being assessed - _____

Instructions:

Overview

Take a moment to review the three sheets above (also located on the next three pages). Tell your students, “These three papers will be your best friends this year.” Go on to explain that these sheets will guide them to knowledge about writing that they never knew they could achieve. After a few more motivational words, proceed to explain the papers, one at a time.

Do this near the beginning of the school year. You will be able to identify your highly motivated students just by looking into their eyes. These are the students who are sitting up straight, eyes wide, ready to assess the writing in front of them. These are future teachers in the making who will be your outstanding assistants for the next several months.

First, explain the Writing Assessment Checklist. It explains the five things that great writers do. The second paper is the Writing Assessment Chart. It tells them what score to give each part of the Writing Assessment Checklist. The third paper is the Writing Assessment Sheet that keeps track of the scores and explains the reason for each.

Note: If you just study the three sheets for a few minutes, you can probably get the idea about how the program will work. The rest of the chapter gives a detailed explanation of the program, samples of student writing that have been assessed, and tricks of the trade.

These three sheets work together to give students a basic concept of good writing. Everything we do in class is designed to strengthen each aspect of the Writing Assessment Checklist. Consistent growth in these five areas of writing will prepare our elementary and middle school students for the challenges of high school, college, and beyond.

Chapter 1

Writing Assessment

This chapter will:

1. Explain the heart of this writing program - The Writing Assessment Checklist.
2. Prepare you to teach your students how to improve in all genres of writing.
3. Prepare students to critique their own writing intelligently as well as the writing of others.
4. Begin developing good writing habits that will last a lifetime.

* This section will begin by explaining how this writing program works and will close with a sample lesson plan about how to begin teaching it to your students.

** The following chapters give you the tools you need to make all five parts of the Writing Assessment Checklist work for your students.

Name _____

Writing Assessment Sheet

Type of writing being assessed: _____

Instructions:

1. Read through the writing once. Edit by checking for spelling and punctuation errors.
2. Check the writing for the five items below. Write the score that best describes the writing in the box to the right.
3. In the space on the right, explain why you gave the author the score listed in the box.

Score

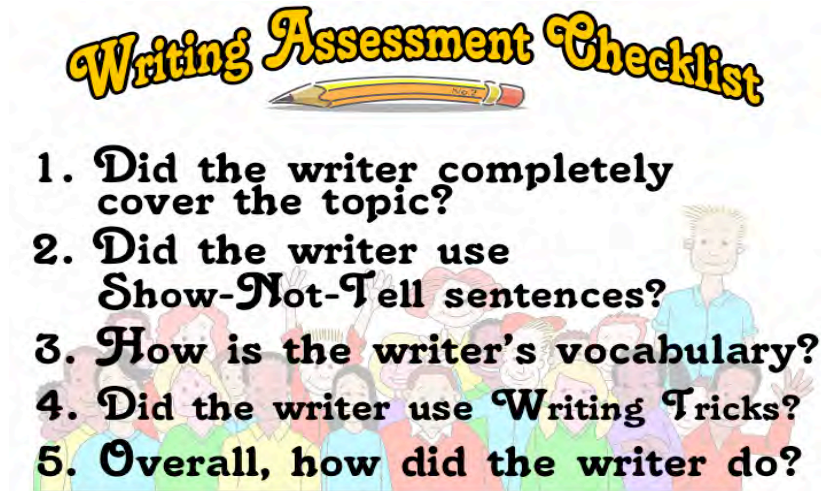
Explain the Score

1. The writer completely covered the topic.		
2. The sentences were well written and had <u>show-not-tell</u> .		
3. Vocabulary		
4. The writing had style including <u>writing tricks</u> .		
5. Overall Impressions (Include spelling, punctuation, and interest level.)		
Total Score		$5 \overline{) \text{ Total } =}$

For the Author:

On a separate sheet of paper, write a paragraph describing your writing. What were your strong points, and what parts of your writing need improvement?

How It Works:



Before you try to understand how this program works, read the five items on the Writing Assessment Checklist above ...

... read it again ...

... read it again ...

... read it one more time ...

The Writing Assessment Checklist is the heart of this writing program. It takes the guesswork out of deciding what makes a good piece of writing. Also, it specifically tells the students what they are doing well and what parts of their writing need work. Many of my older students like the fact that it takes much of the subjective bias out of grading their writing. Students will often challenge their scores which provides me with a great “teachable moment”. I am able to give clear explanations to a student eager to learn.

It is crucial for you and your students to understand the Writing Assessment Checklist. I make my students memorize it as soon as possible. By the second day of presenting this program, many students are able to repeat it in five to ten seconds. (They enjoy racing my stopwatch, and many students who haven't memorized the checklist are eager to memorize it for the next time we race.) A thorough understanding of the Writing Assessment Checklist is the first step in developing great writing skills.

Let's go over each point on the Writing Assessment Checklist. I will explain the concepts related to each point. I repeat these concepts over and over again throughout the year until my students know them by heart. While reviewing these concepts, my students will often finish my sentences for me. This is what I want because I only have ten months to get them to master the five elements of great writing.

Author's Name: _____

Editor's Name: _____

Writing Assessment Sheet

Type of writing being assessed: _____

Instructions:

1. Read through the writing once. Edit by checking for spelling and punctuation errors.
2. Check the writing for the items listed below. In the box to the right, write the score that best describes the writing.
3. In the space below each section, explain why the writer received that score.

Narrative

1. The Writer Covered the Topic Completely

- 4 - The writing went above and beyond expectations.
- 3 - All expected elements were included and done well.
- 2 - Some expected elements were included or done fairly well.
- 1 - Many of the elements were missing.

Score

Explain the Score: _____

2. Show - Not-Tell

- 4 - The many show-not-tell sentences helped me picture the story in my mind perfectly.
- 3 - Several show-not-tell sentences helped me picture the story in my mind very well.
- 2 - There were many good sentences, and I could picture some parts of the story.
- 1 - Many simple sentences were used creating a simple picture in my mind.

Score

Explain the Score: _____

Chapter 2

Helping Students Write Everything They Are Expected to Write

This chapter will:

1. Help students cover all the details they are expected to include in their writing.
2. Help students organize their thoughts before writing.
3. Help home school parents understand what is expected at each grade level.
4. Provide writing samples for home school parents to use as a guide to compare with their children's writing.

6th Grade Expectations

1. See 5th grade expectations.
2. Mastery of the five-paragraph essay.
3. Grammar and spelling errors should be minimal on first drafts, nonexistent on final drafts.
4. Research papers should show thorough knowledge of the topic as well as critical thinking about the relevance of the topic.
5. Student's writing voice and style should be clearly present.

* 6th grade writing samples:

Average

Advice for a New Kid at School

As a new student at our school, you might have a few problems getting adjusted. I am going to help you get through this awkward, beginning phase and help you solve some problems you might have.

One problem you might have right away is people calling you names. When people say things like, "Hey, look who's here. It's Banana Brain!" don't burst into tears and hang your head low. Just ignore them or tell the teacher. Don't punch them or start a fight because you don't want to get into trouble in your first week of school.

Another problem you will have is that you won't have many friends. Now you're probably asking, "How do I get friends?" Well, to get friends you have to have a nice attitude. Also, sharing is a good way to get to know people. Before you know it you'll be trading things like necklaces, bracelets, pencils, erasers, and even some toys. However, if it takes longer to make friends than it should, cheer up, you've still got one friend, ME.

Finally, you might find yourself having a problem making friends because you develop a teasing habit. Believe me, you don't want to tease. Some people start doing it because they think they're being cool. Ask yourself, how does it feel to be teased? If you find yourself developing this habit, stop it immediately.

If you follow this advice I've given you, you should have no problems adjusting to our wonderful school. There are terrific people here who would love to be your friend if you just give them a chance.

Chapter 3

Helping Students Write Sentences That Show, Not Tell

This chapter will:

1. Help students write descriptive sentences that paint pictures with their words.
2. Provide the teacher with lesson plans for teaching several show-not-tell concepts.
3. Teach students how to expand their writing beyond the who, what, where, when, and how.

SETTING PARAGRAPHS

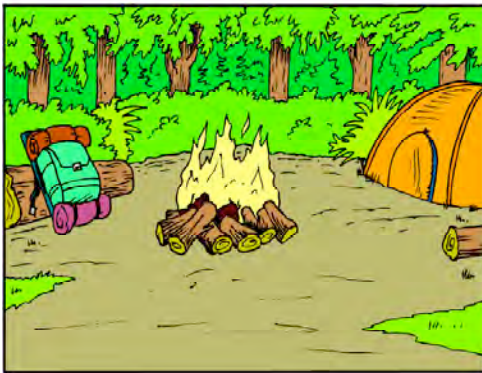
NAME _____

Directions:

1. List details that you might hear, smell, or feel in each picture.
2. Write a show-not-tell: setting paragraph about each picture below. Begin each paragraph by explaining where and when the scene is taking place.

Example: In the early evening as the sun is setting behind the trees deep in the Ozark mountains, a family prepares for their first night of camping.

1.



Hear: _____

Smell: _____

Feel: _____

2.

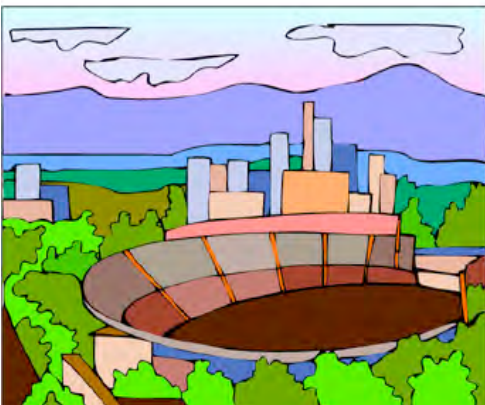
Hear: _____

Smell: _____

Feel: _____



3.



Hear: _____

Smell: _____

Feel: _____

CHARACTERIZATION #2

Part I – List two things a character with the personality traits below would Do and Say.

Example: Serious –

Say: It's time to quit fooling around and get back to work.

Do: Charles kept his nose in that book with his eyebrows crumpled in concentration for well over an hour.

A. Tattle-Tale

Say: 1. _____

2. _____

Do: 1. _____

2. _____



B. Know-It-All

Say: 1. _____

2. _____



Do: 1. _____

2. _____

Part II – Repeat the activity above on a separate sheet of paper for the following characteristics:



C. Teacher's Pet

D. Intelligent

E. Sneaky

F. Clumsy

Part III – Write a short story (one paragraph) for any three (3) characteristic above. Show a character in your story displaying that characteristic.

Chapter 5

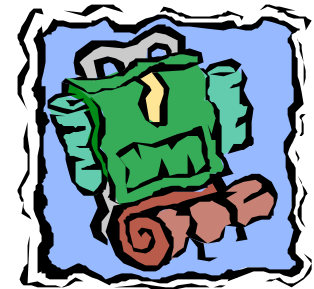
Writing Tricks That Add Style to Your Students' Writing

This chapter will:

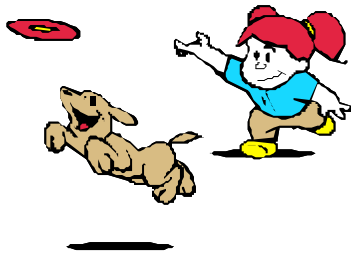
1. Show you how to teach your students to write in a variety of intelligent styles.
2. Provide worksheets that will help your students master over a dozen writing techniques.
3. Help you create a system to help your students master writing skills and apply them in all writing situations.
4. Reinforces grammar skills by applying grammar rules within the context of writing.

Here is an example of a practice assignment:

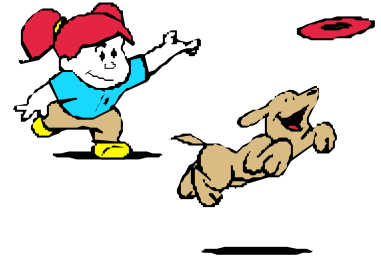
“There’s a snake in my bed!” screamed Sarah as she began pounding furiously on
(Attention Getter and Dialogue)
her sleeping bag. My heart pounding, I raced into her tent like a bolt of lightning. There was
(Introductory Phrase) (Simile/Metaphor)
hissing coming from somewhere, so I grabbed Sarah’s skinny, trembling arm and pulled her
(Adjectives)
outside the tent. By now Mom, Dad, and my two brothers surrounded the space where the serpent
(Lists)
lurked, each carrying a weapon to pound its evil head. “On the count of three be ready to strike!”
(Dialogue)
yelled my father like a general going to war. On “three” the sleeping bag came up, and we all
(Simile/Metaphor)
pounded that snake with all our might. When the dust settled, we were all embarrassed to find
that we had just killed my sister’s leaky air mattress.
(Adjectives)



I can’t begin to tell you how exciting it is to see students write like this when just a few months before, they were barely writing complete sentences. I enjoy watching their faces as I make a big deal about their writing assignments. They know I’m telling the truth about how much they’ve improved because they can compare their current work to writing samples from the beginning of the year. Because they’ve learned to use the Writing Assessment Checklist, they recognize effective writing techniques when they see them, especially in their own writing. This builds a tremendous amount of confidence which is important for young writers.



Comma Rules as Writing Tricks



1. Dialogue
2. Introductory Phrase / Introductory Clause
3. Appositives
4. Interrupter
5. Direct Address
6. Words in a series
7. Phrases in a series

Writing Tricks

Dialogue

Three Ways to Write Dialogue:

1. "Clean your room, or no dessert for you," said Mom.
2. "Clean your room," said Mom, "or no dessert for you."
3. Mom said, "Clean your room or no dessert for you."

Directions:

Re-write the following sentences so they include writing tricks.
Write each sentence two (2) times, using two (2) different styles.

1. Dad told me to rake the leaves.

A. _____

B. _____

2. Pat asked me to go to the movies.

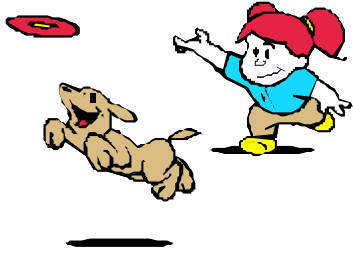
A. _____

B. _____

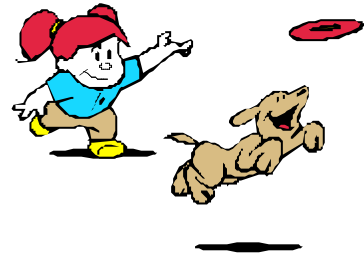
3. I yelled for the zoo keeper to watch out for that big, ugly gorilla about to grab him.

A. _____

B. _____



Parts of Speech as Writing Tricks



1. Adjectives
2. Vaunting Verbs
3. Ly-How Adverbs
4. Prepositional Phrases

Writing Tricks

Adjectives

Definition: Placing 2 or 3 adjectives are placed in front of a noun counts as a writing trick.

Example: The boy with the voice asked the teacher a question.



The small, handsome boy with the high, squeaky voice asked the teacher a question.

Instructions: Use the Adjectives Writing Trick to change the sentences below. You can add adjectives to one or all underlined nouns.

1. The man had a mole under his right eye.

2. My sister spilled juice on my shirt.



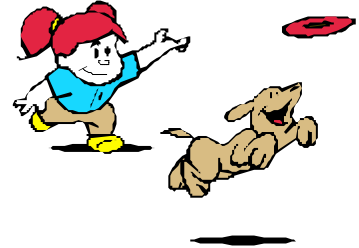
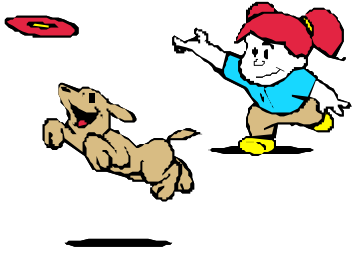
3. The athlete slammed the ball into the basket.

4. A dog was in our garbage ripping the trash into pieces.

5. The sky was filled with clouds.

Poetry Terms and More

as Writing Tricks



1. Simile/Metaphor
2. Hyperbole
3. Idioms
4. Personification
5. Onomatopoeia
6. Where/When

Writing Trick Idioms

Directions: Below is a list of idioms and their meanings. Write 15 sentences. Use an idiom in each sentence that fits the meaning of the expression.

Ace up Your Sleeve = a special advantage that is not used until the very last moment (*Everyone thinks that Rosy will win the contest, but Rachel has an ace up her sleeve.*)

Achilles' Heel = the one weakness or flaw in something or someone that is very strong (*I have no problem staying away from candy, but chocolate is my Achilles' heel!*)

Add Fuel to the Fire = to make a bad situation worse (*The boys were fighting and Tom just added fuel to the fire by making faces.*)

All Ears = ready to listen carefully (*When you're ready to talk, I'm all ears.*)

All Thumbs = clumsy (*It seems like I'm all thumbs because I drop whatever I pick up.*)

Ants in Your Pants = extremely restless; can't sit or stand still (*All of your wiggling makes you look like you've got ants in your pants.*)

At the End of Your Rope = not able to take it any more (*I'm at the end of my rope with all your complaining.*)

Backseat Driver = someone who gives advice that is neither asked for nor wanted (*I can fix my bike by myself. I don't need a backseat driver.*)

Bark Is Worse than Your Bite = to sound more unpleasant or dangerous than one really is (*My dad may yell a lot, but his bark is worse than his bite.*)

Have you ever heard someone say, "Go fly a kite," or "It's as easy as pie?" Well, these are idioms.

An *idiom* is an expression that may, or may not, make sense when you read it. However, it does have a certain meaning when used properly. Idioms give your writing personality. Use this list to practice. Keep your ears open, stay on the ball, and I bet you'll find a bunch more to put into your bag of tricks.

Scary Story Lesson Plan

Before starting this lesson, teach show-not-tell setting.

Day 1

Have students fill out the Scary Story sheet. Put this on the board:

Samples: Don't take candy from strangers. (Or) Obey your parents.	A kid is kidnapped and taken to Dracula's castle (or) A kid trick or treats without parents permission.	graveyard	vampire
Themes "Lessons"	Conflicts "Problems"	Settings	Characters

- Divide the class into groups of four.
- Have the students copy the four items above on a piece of paper.
- Give them 15 minutes to think of ideas. After 15 minutes, one person from each group writes their best ideas in the columns.
- Vote on the best theme as a class. Then, as a class, select a conflict based on the theme. Students may choose their own if they like.
- Give the students the Story Writing worksheet. They write the class theme and conflict on that paper.

Day 2

- Review the theme and conflict.
- Select a resolution.
- Students fill out the rest of the Story Writing worksheet.

Day 3

- Cluster and write the introduction paragraph. Include a show-not-tell description of the setting, and introduce the characters.

Day 4

- Teach Writing Trick - Simile / Metaphor.

Day 5

- Cluster and write the conflict paragraph. Cluster the Rising Action #1 paragraph (The conflict gets worse.) Write this paragraph for homework.

Day 6

- Show-Not-Tell Scared Lesson