





Prompt or Source Writing

Choose the type of writing that aligns with your standards.

Prompt
Writing

1


Students respond to a prompt without sources such as, “Explain your favorite holiday.”

Text-Based
Writing

2

Students respond to a prompt using information from provided sources.

Kindergarten has both incorporated into the curriculum. First and second grade can use both. Third through sixth grades should select the type that aligns with the state assessment.



**Prompt
Writing:
Students
must respond
to a given
prompt.**

Everyone has a favorite season.

Before you begin writing, think about your favorite season during the year.

Now explain to the reader of your paper, what season you like the most.





Brainstorming Ideas

Ideas are provided to spark students' imaginations. Eventually, they learn to form their own ideas from seeing so many wonderful examples.



Summer

swimming

beach

no school

Spring

flowers

rain
showers

fair comes
to town

Fall

festivals

pumpkin
carving

Halloween

Winter

snow

ice skating

clothing



Plan

The plan represents the paragraphs. Students have an introduction, 2 or 3 middle paragraphs, and a conclusion. The finished product is a 4 or 5 paragraph essay.



Plan

1: **Autumn**

To begin with, 2: **leaves**

Next, 2: **pumpkins**

Finally, 2: **Thanksgiving**

To sum up, 1: **Autumn**



Sample

A sample essay models writing for students. The writing is formulaic. Videos guide students step-by-step through writing their essays. Each lesson follows the same formula allowing students to internalize the structure.

We all have a season that we enjoy the most. My favorite season is autumn. I enjoy the leaves, pumpkins, and Thanksgiving gatherings during autumn. Autumn is a fantastic season!

To begin with, autumn leaves are beautiful. My grandmother has two huge trees in her front yard. Every autumn the leaves turn gorgeous shades of yellow, orange, and brown. The leaves gently fall from the trees scattering upon the grass underneath. We rake the leaves into a huge pile. When the pile is stacked high, we get a running start and pounce into the leaves. The leaves fly into the air like a huge explosion. Also, my dad takes us for a ride in the country. The roads are lined with hundreds of trees. It is amazing to see the autumn colors filling the sky. **The leaves during autumn are breathtaking.**

Next, pumpkins are popular vegetables during autumn. Each year our city has an enormous pumpkin patch. My parents and I visit the patch to choose our pumpkin. I look hard to find the biggest, brightest pumpkin in the patch. It is awesome to see hundreds of pumpkins scattered on the ground. My mom always gets an extra pumpkin to make a pie. When we arrive at home, my dad and I begin carving the pumpkin. We draw a funny looking face with a marker before cutting it out. My favorite part is pulling out the guts. They are so slimy that my hands get sticky. **When we are finished, we stick a candle inside the pumpkin and leave it on the porch for neighbors to enjoy.**

Finally, my family always has a Thanksgiving gathering during autumn. The best part of Thanksgiving is the food. I enjoy indulging in mouth-watering turkey breast and mash potatoes. My Aunt Joann makes a homemade pumpkin pie that is out of this world. The women begin cooking around 8:00 in the morning, and we are all ready to eat by noon. I skip breakfast to save room for the Thanksgiving feast. Also, it is nice to gather with family and friends. We catch up on the latest events and happening in our lives. My cousins and I always play a game of basketball. **Autumn is a wonderful season to celebrate Thanksgiving.**

To sum up, autumn is the season I enjoy the most. I like the leaves, pumpkins, and Thanksgiving. Autumn will be here very soon!



Source Writing

Students read a passage (eventually working up to multiple passages). Students respond to a prompt using information from the passages. A formulated process is taught for responding.

PLAN

B: C.A.T

M: BI1

BI2

E: T.I.P

Sample prompt: Read “Bullet Trains” and think about why it would be good to travel this way. Now explain why a person in Japan should travel by bullet train. Use the text in your answer.

Beginning/Introduction: C A T

C=Catch the reader's attention.

A=Ask a question.

T=Tell what you are writing using the prompt.





C.A.T

Students learn different strategies. For example, when writing about bullet trains:

Announcement Strategy

C

The spotlight today is on bullet trains.

Let's blast off into the world of bullet trains.

Imagine Strategy

Imagine for a moment a train going over one hundred mph down a track. Everything flashes by as you look out the window. Within minutes you arrive at your destination.

A

Ask a question. "Have you ever ridden a bullet train?"

T

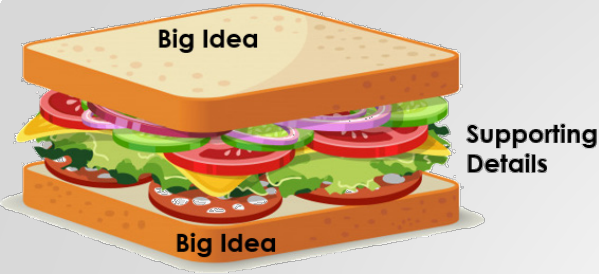
Tell the reader what you are writing about by using what the prompt is asking.

Prompt: Now explain why a person in Japan should travel by bullet train.
"There are many reasons why a person in Japan should travel by bullet train."



Middle

Big Ideas



Middle

Paragraph Sandwich

Students start with a transition and state the big idea.

Example: Foremost, bullet trains save time.

Evidence and Elaborate: Students underline facts and information from the passage. Students must paraphrase/quote all information. They must elaborate on the information pulled from the source.

In early lessons students may only have one middle paragraph. Later, they will work up to two or three middle paragraphs.

TIP

Transition then TIP!

Tell=Tell what you are writing about or tell your point. “As you can see, people in Japan should travel by bullet train.”

Importance=Share something important about the topic.
“Bullet trains make travel easier.”

Punch= Powerful ending (choose from packet) “Japan is lucky to have bullet trains.”





Student Packets

Under the “Tools” tab there are packets to print for students. These should be placed in a folder. With source writing, the “Passage Book” should be 3 hole punched and placed in the middle prongs of the folder. The writing packet should be stapled in the upper left corner and placed in the folder’s pocket. Prompt writing only requires the writing packet.

Writing Packet

Both Source and Prompt Writing

Passage Book

Source writing only.



Grammar Tasks

Daily Dose of Grammar: Grades 1-6

This is a complete grammar curriculum that should be done daily.

Day 1 can be done whole group or at a center. Show video to introduce skills.

Day 2 replay video and do independently.

Days 3-4 should be independent, but review answers immediately for feedback.

Day 5 is an assessment covering the skills that have been taught during the week.

**Can be used as a center by providing a laptop to show the week's video at the center.*

Daily Dose of Grammar

Day 42

Spelling:

Other words ending in "i" or "fe" change to "ves" when plural.
Make the following plural.

1. calf _____

5. shelf _____

2. half _____

6. wife _____

3. knife _____

7. life _____

4. leaf _____

8. thief _____

Word of the week:

available

present and ready for use

Example:
The jacket is available in many sizes.

Skill: Imperative & Exclamatory

Imperative sentences give a command and end with a ".". Exclamatory sentences express strong feeling and end with an "!". Write the correct punctuation.

1. Our team won the championship____

2. There is a snake on my foot ____

3. Hooray, it is snowing____

4. Write your name at the top of your paper____

Information Skills

An anagram is a word whose letters can be arranged into another word.
Ex: won-own Write an anagram for these words:

1. salt _____

2. tied _____

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WRITE BRIGHT

Parts of Speech:

Abstract Nouns-nouns you cannot touch or see such as ideas, feelings, or beliefs.
Underline or write the abstract noun in each sentence.

1. My parents taught me good values.

2. They show their love with gifts.

3. We must treat our friends with kindness.

4. I was glad he shared his thoughts with me.

Fix It!

1. She bought eggs milk and soda frum the store.

2. Mrs Tripp will be bring the drinks.



Grammar Tasks

Conference Folders

From the Grammar tab print the “Conference Form” and “Trouble Words.” Staple one to each side of a file folder for students. Meet with students each month about a paper you have scored. Write down areas they must work on and put misspelled words on their trouble word lists.

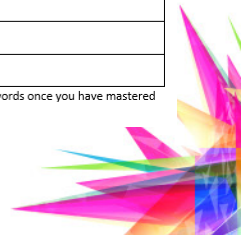
Writing Conference Form

| Start Date _____ | |
|-------------------|-------------------|
| Date: Work On: | Date: Work On: |
| Date: Work On: | Date: Work On: |
| Date: Work On: | Date: Work On: |
| Date: Work On: | Date: Work On: |
| Date: Work On: | Date: Work On: |

My Trouble Words

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Write words you are consistently spelling incorrectly. You may cross out words once you have mastered the spelling. Keep this list to study regularly.



Grammar Tasks

Daily Quickwrites

These can be used as bell-work or at a center. They are unstructured and allow students to do a small paragraph. This is a great way to find grammar errors they are making which should be written in their conference folders. A spiral notebook works well for quick-writes.

Week One



Food

- Write to tell your favorite food. Use your senses to describe the food. (pizza, seafood, cookies, breakfast)



Summer

- Write to explain a summer activity you enjoy. Describe where you do this activity. (Disney-rides, beach-surf, park-picnic)



Treasure

- Tell about finding a treasure box. Where did you find it and what was inside. (beach-jewels, playground-balls, yard-games)



Citizen

- Write to inform what you could do to be a good citizen. Think about how to help your city. (planting, cleaning, painting, library)



Exploring

- Write to explain a place you have explored. Describe what this place looked like. (attic, haunted house, garden, cave, woods)

Grammar Tasks

Daily Paraphrasing

Under the grammar tab
3-6th grade teachers
can do paraphrasing
practice if students are
struggling with putting
things into their own
words.

| Text Says: | I Say: |
|--|--------|
| A constitution is a written set of rules and principles that people agree upon as the foundation for their government. | |
| A drought is when more water is evaporating than is falling as rain. It creates a water shortage. | |
| Recycling is when things like glass, cans, and papers are processed and made into new products. | |



Training

Teacher and Student Videos

Teachers watch for training purposes. Student videos should be shown as needed.

Teacher

Source

Workshop
Conferencing
Grammar
Quickwrites
Scoring



Teacher

Prompt

Workshop
Conferencing
Grammar
Quickwrites



Student

Source

A variety of
videos to
enhance
creativity in
essays.



Student

Prompt

A variety of
videos to
enhance
creativity in
essays.



Assessments

Prompt

Many people have had their lives saved by another person.

Before you begin writing, think what you could do for someone that saved your life.

Now explain to the reader of your paper what you would do for a person that saved your life.

Prompt:



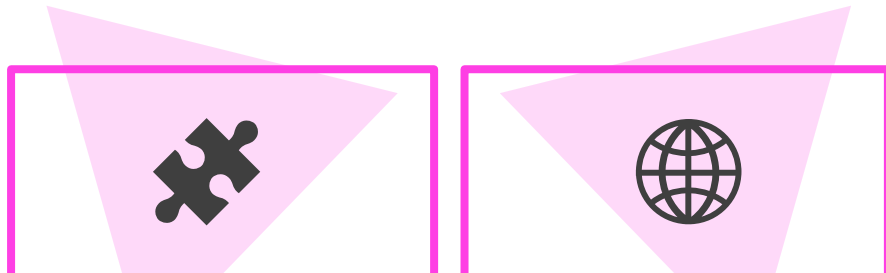
Monarch butterflies are unique creatures.

Write an informative essay explaining what is known about the Monarch butterfly. Use text evidence in your response.

Assessments should be given in grades 3-6 to help prepare students for state assessments. Students will need 18 lessons before they will be ready to complete an independent assessment.

Research Lessons

The research tab is for later in the year. Many standards require research. Students will be guided through writing a research paper.



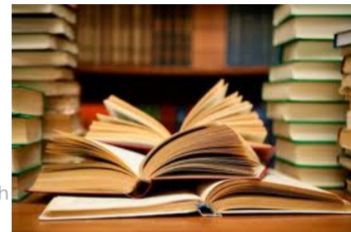
RESEARCH WRITING

Research Writing:

The following lessons are designed to assist students in conducting research, drawing evidence from text, describing what they have learned, as well as going through the steps needed to complete a research paper.

The skills related to research are isolated as students are moved through a series of learning activities providing practice and reinforcement.

Students learn to select a topic, form a focus, write a thesis statement, gather information, prepare to write, write the paper, edit & revise, and publish the final draft.



Research to Build and Present Knowledge

- CCSS.ELA-Literacy.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CCSS.ELA-Literacy.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



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