

Teacher Resource & Student Worktext

*grade*



CD-1543

# Writing Engagement

**4**

## Involving Students in the Writing Process

- Writing a Friendly Letter
- Writing a Story
- Punctuating Sentences
- Sentence Fragments
- Writing a Description
- Writing a Persuasive Essay
- Using Precise Words
- Capitalizing Proper Nouns

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- Prewriting
  - Drafting • Revising
  - Editing • Publishing
  - Assessment

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Mark Twain Media/Carson-Dellosa Publishing LLC

# Introduction

This book is a writing engagement resource for both teachers and students. Through these exercises, students will improve both their writing and their language skills. By evaluating their writing using the rubrics in the back of the book, students will sharpen their understanding of the writing process and their writing skills. Teachers will have a consistent process for teaching and evaluating student writing using the assessment rubrics provided.

There are five important features emphasized in this book: (1) the practice and apply student work pages; (2) the teacher evaluation rubrics; (3) the student writing rubrics; (4) the student writing prompts; and (5) the writing skills tests.

## The Writing Process

1. **Prewriting:** Choose a topic; gather and organize ideas; identify the audience for the writing; identify the purpose of the writing; choose the appropriate format for the writing.
2. **Drafting:** Write a rough draft to get down the ideas; write beginnings that “grab” the reader’s attention; emphasize ideas rather than mechanics.
3. **Revising:** Share writing with the group or teacher; reflect on comments and make substantive changes; prepare a clean draft.
4. **Editing:** Proofread narratives carefully; help others proofread; identify and correct mechanical errors.
5. **Publishing:** Publish writing in an appropriate form; share writing with an appropriate audience.



## Section I: Writing for a Purpose and an Audience

**Purpose:** Am I writing to entertain? To inform? To persuade? To describe?

**Audience:** Am I writing for myself to express and clarify my ideas and/or feelings? Or am I writing for others? Possible audiences include my peers, younger children, parents, grandparents, children's authors, pen pals, etc.

### Unit 1: Writing to Express Ideas

**Purpose:** Writing to learn and explore ideas and problems

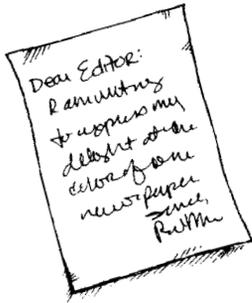
**Audience:** Usually done for general, unknown audiences



### Unit 2: Writing to Influence

**Purpose:** Writing to convince someone or sway his or her opinion to accept the writer's way of thinking

**Audience:** The audience may be known or unknown.



### Unit 3: Writing to Inform

**Purpose:** Writing to share information with others

**Audience:** The audience may be known or unknown.



### Unit 4: Writing to Entertain or Create

**Purpose:** Writing to create fictitious stories, true stories, poetry, or plays to entertain others

**Audience:** The audience may be classmates, family, or other trusted audiences.



Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Unit 1: Writing a Friendly Letter

### Key Ideas

- A **friendly letter** is written to a person you know well.
- A friendly letter contains a **heading, greeting, body, closing, and signature**.

### Practice

**Directions:** Read the friendly letter written below. Label the parts of the letter: heading, greeting, body, closing, and signature.

21825 Regency Rd.  
Zap, ND 58580  
February 8, 2001

Dear Kayte,

How is your new school? Is it as nice as ours is? Have you made new friends? What are their names? I really miss you, especially at recess time. There just isn't anyone as much fun to play with as you.

We are all doing fine here. Ms. Greene says we could use a winter break, though. She must mean we are getting too rowdy. We had a magician at our last assembly. It was neat. He pulled a bird out of his hat and handed it to Mr. Heyden. That was funny.

I hope you are enjoying the lollipops in Lollipop, Texas. Ha ha. Write soon.

Your friend,

*Julia* (handwritten)

**On Your Own:** Write a friendly letter to someone you know well. Share your thoughts, news, or experiences with a friend or family member you don't see regularly. Be sure to include all the parts of a letter.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Unit 1: Writing a Business Letter

### Key Ideas

- A **business letter** is like a friendly letter in that you must decide:
  - Who is my audience?
  - What is my purpose in writing?
  - What do I want to say?
- A **business letter** differs from a friendly letter in these ways:
  - A business letter also has an **inside address**. This is the address of the person to whom you are writing.
  - The greeting has a colon (:) after it, rather than a comma.
  - The closing is more formal (usually *Sincerely*, or *Yours truly*, ).
  - The signature is typed as well as handwritten.

### Practice

**Directions:** Read the business letter written below. Label the parts of the letter: heading, inside address, date, greeting, colon, body, closing, and signature.

	20110 Grandview Riverside, GA 12345 June 25, 2001
Mr. Bart Smith Video Viewer 707 Salem Ave. Scottville, IL 62683	
Dear Mr. Smith:	
Please send me a copy of your most recent video catalog. I am a big fan of your work. A check is enclosed for the cost of the catalog.	
Sincerely,	
<i>Lateesha Brown</i> (handwritten)	
Lateesha Brown	

**On Your Own:** Write a business letter to the CEO of a business in your community. Ask him or her to explain what the CEO of a company does.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Unit 1: Writing a Narrative

## Key Ideas

- A **narrative** is a story that tells about something that happened. In a narrative, feelings are shared.
- A **narrative** is a story that contains:
  - a **topic sentence** that tells the main idea (what the author wants to say about the subject);
  - **supporting sentences** that give the details about what happens in the story; and
  - a **closing** that finishes the story.

## Practice

**Directions:** Read the narrative story below. Identify the characteristics of a narrative by filling in the chart below.

### The Day the Pig Got Loose

My family and I had been looking forward to visiting the state fair. While we were viewing the exhibits in the exhibit hall, a huge pig came running through the building. No one was more surprised than my mother. The pig started chasing her around the exhibits. I know she was scared, but she looked hilarious pushing my sister’s stroller as she ran through the building. She was saved when she found the stairway and rushed up backwards, pulling the stroller behind her. This was a state fair our family will never forget!

<b>Topic:</b>	
<b>Main Idea:</b>	
<b>Topic Sentence:</b>	
<b>Details:</b>	
<b>Closing Sentence:</b>	

**On Your Own:** Write a narrative about the activities you and your best friend like to do together. Use a chart similar to the one above to plan your narrative.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Unit 1: Writing a Personal Narrative

### Key Ideas

- A **personal narrative** is a true story that tells about something that happened to the person who tells it.
- **Personal narratives** have certain characteristics:
  - They grab the reader’s attention right at the beginning.
  - They are told in first person using the pronoun “I.”
  - They include important events in the order in which they happened.
  - They use details to tell what the author saw, heard, or felt.
  - They are told in the author’s voice.
  - They have a satisfying ending that tells how the story worked out or how the author felt.

### Practice

**Directions:** Read the personal narrative below. Decide if each of the characteristics above is met in this narrative. If “yes,” put a check in the box before each characteristic.



### The Bird Attack

“Quick, close the door before the bird gets in the house!” my father yelled. And just as quickly, my brother slammed the door—right on my father. The bird and my father were out on the porch with all the groceries. My brother and sister and I were all safe in the house. My father looked so surprised just before the door slammed that the three of us were laughing so hard we couldn’t open the door to help him fight off the bird. We could hear him struggling with the bird and the groceries, and we did feel sorry for him. When we heard that it was quiet out on the porch, my brother slowly opened the door. There stood my father, not laughing, not even smiling. Oh, oh!

**On Your Own:** Write a short personal narrative on your own paper about a funny family experience you have had. Be sure to grab the reader’s attention right from your first sentence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Unit 1: Writing to Discover an Idea

### Key Idea

- Writing can be used to discover what we think or to discover a good idea for writing.

### Practice

**Directions:** On your own paper, you are going to write about a topic for two minutes without lifting up your pen or pencil. When your teacher says, “Go,” start writing and keep writing until he or she says, “Stop!” If nothing comes to mind, write “my mind is blank” and keep writing. Your mind will eventually go back to the topic. Remember, don’t lift your pen until your teacher calls, “Stop!”

**Topic:** What do you think should or could be done to stop the violence in schools?

Does everyone understand the topic? Get ready to write. Go!

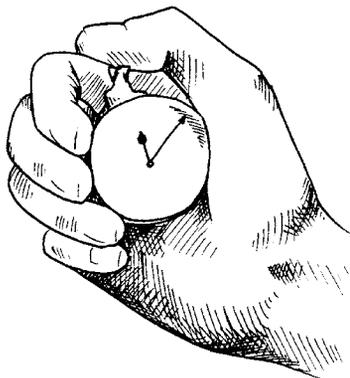
(Call “Stop!” after two minutes.)

Reread what you’ve written, looking for the best sentence in the piece. When you find the best sentence, underline it. Rewrite that sentence at the top of a clean sheet of paper. When the teacher says, “Go,” you will write about that sentence for one minute without stopping. Ready? Go!

(Call “Stop!” after one minute.)

Reread what you’ve written, looking for the best sentence in the piece. When you find the best sentence, underline it. Rewrite that sentence into a topic sentence. Be ready to share it with the class.

**On Your Own:** Use this technique whenever you need to explore ideas about a topic.







Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Unit 1: Writing a Reflection

## Key Ideas

- A **reflection** is a thoughtful narrative about something of importance to the writer.
- A **reflection** follows the same format as a narrative:
  - a **topic sentence** that tells the main idea (what the author wants to say about the subject);
  - a **middle** that provides the details about how the writer feels or what the writer thinks; and
  - an **ending** that brings closure to the narrative.

## Practice

**Directions:** Read the following reflection. Then answer the questions below.

### A Sad Day

One of the saddest days of my life was when my dog Bailey died. I got Bailey as a puppy thirteen years ago, and we grew up together. She would wait by the back door for me to come home from school, and she would run with me when I played soccer. She was a good dog and a faithful friend.

1. Why is this considered a reflection? \_\_\_\_\_  
\_\_\_\_\_
2. Fill out the chart for the reflection.

<b>Topic:</b>	
<b>Main Idea:</b>	
<b>Topic Sentence:</b>	
<b>Details:</b>	
<b>Closing Sentence:</b>	

**On Your Own:** Think about an experience you have had that made you feel strongly. Were you angry? Sad? Happy? Confused? Frustrated? Write about this experience in a personal reflection in your journal or notebook.