Grades 6-12

Essentials for Virect Instruction Program

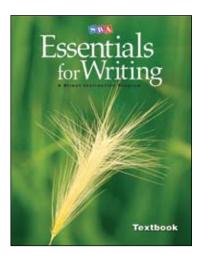
Develop the Writing Competencies Your Students Need to Succeed.

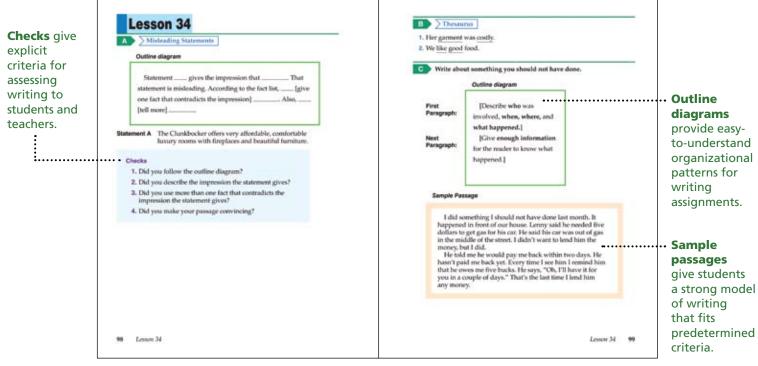
Resources for the Student

Improve Writing Skills for Students in Grades 6-12

SRA Essentials for Writing provides the content, knowledge, and experience needed for students to meet graduation requirements in English language arts. It permits students to:

- Grasp the basics of grammar, language use, and mechanics
- Acquire the skills needed to become more precise and detailed in their writing
- Produce written work that contains pertinent and well-developed ideas, supporting examples, and appropriate details
- Increase achievement and experience real, long-term growth in their writing competencies





Student Textbook



Bolster Instruction with Practice Software

Interactive student software reinforces and expands on mechanics taught in *Essentials for Writing*.

 Practice software offers extended review and practice for those students who need it most. Lessons cover a wide variety of topics such as punctuating direct quotations, the correct use of pronouns, and using commas appropriately. Activities resemble common formats of items on state tests to help students demonstrate mastery of skills usually practiced in more authentic ways.

Resources for the Teacher

Develop Students into Confident, Independent Writers

The Essentials for Writing Presentation Book, Teacher's Guide, and Answer Key provide you with:

- Coherent, overall instructional design
- Logical organization of writing concepts
- Coordinated instructional sequences
- Appropriate student support
- Explicit criteria for assessing writing

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Essentials for Writing

Answer Key

Highly prompted activities help students write passages that are organized, to the point, and make sense.

Lesson 34 MISLEADING STATEMENTS Including STATEMENTS Find the Consider First List on page F1.4 Larve a placeholder on the page 4 Food part An Larven 34.4 You's follow the culles diagtament and with a passage three optimes why a biointent that makes the Courteocar seem like a good place is melliseding (Teacher reference.) Main adapte iam and write

fre diapram nt _____phone the langevening that ______ That is enabled by According to the fact her. _____lgins as exemuted in the improvement ______then

To read Statement A: The Charkbox offers very affordable, comfortabl herary rooms with Registees and beautiful furniture. Does that statement give the impres that there are ready beautiful of the impres

that there are many low the in (Signal.) Yes.

- ment give the impress r7 (Signal.) Yes ck 1. Did you follow the outline
- degram? Check 2: Did you describe the impress the statement gives? Check 3: Did you use more than one fact that contradicts the impression the
- ement givee? ick 4. Did you make your pe
- convenieng? Write your passage for the statement. Yo can use facts that fell about lusary norms and lacts that tell about the real of the rooms. Penet down when you're hinkhed. (Observe students and give feedback.)

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Presentation Book

In a good passage Blanner A gives the ingression if a sit of laway noons and they are interproper for them. That is inselecting, According to the tack is an only two laway noons. Also, the are solve the laway noons, Also, the are solve the laway noons. Also, the are solved to a solve the law are labore on the TU, there is no for all the sources, and the ways are tho-ward wall to b.

- (Call on a couple of students to read their entire passage. For each passage, ask) a. Did that passage describe the impression Statement A gives? Impression Statement A gives? (Ideas to impression: Staying at the Carabocher is very convertable; It has nice Implaces and Josuthil Armiture; forum process are pletting and affortable.) Did thut passage explain why the statement is measured.
- Del the passage explain why the utatement is invalsed/m² (Meaks: Any facts that indicate the Clurkbocker is not a desirated place, such as The wafts are thin, plan the fact the Clurkbocker is not alkrotheler, number 21: The rooms with fingulaces cost \$300 a night, nor are threse nooms plantful: runnber 22: The Clunkbocker has only two luxury rooms 1. (.amoo
- (Praise passages that follow the outline diagram and give good reasons.)

Exercise 2 THESAURUS

ESAURUS Find the Sample Thesaurus at the back of your book, 4 Find put th of Lesson 34, 4 Each sentencies in part II has two underined words. You will look up each underined words with a word that means the agent thing.

o same thing, mi.1. Her germent was costly, with the bordence with a differ word for garment and a different word to eatly. Pick words that fit the services Observe students and give feedback.)

Left check our semences. (Dati on several solucients to reach their semencos.) Persise semences that contain appropriate works, souch as *Her aller ware segmentally*. Her cletting ware segmentation. Her cletting wate segmentary. I now 2: We like good food. Rewrite the semences with a otherwite work for like and a different work for good. Mains surve your select wants that it the semences. The word good has a lot of exercision. ces. (Call on several

meanings, so be coreful. (Observe students and give heotback.) Lefs chock our sentences. (Call on several students to read their sentences. Praise sentences that contain appropriate words.)

- Exercise 3

RITING ABOUT EXPERIENCES

Find part C. 2 You're going to follow the outline de and write about something you sh not have done. (Teacher reference.)

Outline diagram Sheaidhe whe san iantool, ether, ediae, ond whet Represely (Circ complicition to be reader to inne whet Represel) Pine .

e going to write two paragrap aragingth will tell when, when happened. Your second per se details about what happe a sample paragrap that follo e diagram and the checks:

tawn 15 minutes. Prima down when populve line/hold both paragraphy. (Observe students and give fleedback.) (After 15 minutes.) 17 call on a couple of students to read their paragraphs. Latent to whether they holine who outher disparan. (Ed on a student.) Houd your pasage. (Ed on a student.) Houd your pasage. (Ed on another student. Anc.) 1. Of the first ascenance use words from the directions?

· (Read.)

I did something I should not have slove last morth. It happened in hort of our house. Lenry such he needed five dollars to get gas for five car. He such his car was not of gas in the middle of the street. I didn't want to lead tim the moving, but I dd. He told me he would pay me tack within

He tod me he would pay me back with two days. He hash't paid me back yet. Every time I see fren I remaind him that he teens me like bucks. He says, "On, IS has if or you in a couple of days," That's the last time I lend him any money.

In street ratio minitially money. Fullow the bulline diagram in part C and tell about something you should not have done. Remarker, tell who was involved, the when it occurred. Make it occurred, then tell what occurred. Make it

Interesting Indent the first sentence of each panagraph. Don't write more than 4 or 5 sentences in your first panagraph. You have 15 minutes. Pens down when you've

the directions? (Call on another student, Asik.) 2. Did that passage tail when and wh the incident occurred? 3. Did the writer give enough inform for you to know what happened?

instants

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for you to know what happened? raise passages that follow the outline gram and give enough information.) epeid step 5 with other students.)

The groupedit process engages students and focuses their attention on attributes of

good writing.

Teacher's Materials include:

- Presentation Book
- Teacher's Guide
- Answer Key
- One Copy of Practice Software





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Engage and Motivate Your At-risk Students

Designed for Middle and High School

SRA Essentials for Writing is specifically designed for students in Grades 6–12 who are at risk of failing to meet graduation requirements in English language arts. The program helps you teach skills that are essential for learning to write, as well as the complex behaviors needed to compose:

- Narrative passages
- Stories with a specific theme
- Descriptive essays
- Autobiographical sketches and biographies
- Responses to literature
- Persuasive arguments and position papers

User-friendly to Both the Teacher and the Student

Essentials for Writing has been shaped through extensive field testing and revision to ensure that lessons address the problems students typically encounter.

- Detailed lessons provide the improved structure and instructional strategies needed to teach writing effectively.
- Skill introduction is carefully sequenced and coupled with continuous review to ensure that students can easily complete writing assignments.
- A variety of stimulating writing prompts encourages students to find personal meaning in writing.
- Cumulative skills development and ongoing success improve student confidence.



A Fresh Approach to Instruction, Practice, and Application

Essentials for Writing is structured to support competence and retention:

- Concepts and skills are developed in small steps, but the program is organized in a holistic way that allows students to see how all of the parts fit together.
- Concepts are developed continuously as part of a span of 15–20 lessons; students apply the concepts on a daily basis so skills aren't forgotten.
- Because students truly master the skills, they continue to use them automatically even after moving on to new concepts.

Mechanics Meaningfully Integrated with Writing

The first fifteen lessons provide work on core writing skills such as sentence writing, grammar, usage, and punctuation skills. These lessons:

- Target common problems seen in student writing, such as subject-verb agreement and run-on sentences.
- Provide instruction on the appropriate use of capital letters, end marks, and commas.
- Show students how to manipulate language by expanding, rearranging, and combining sentences.

Develop the Core Writing Skills Your Students Need for High-stakes Testing

Build Writing Proficiency with Proven Structure and Process

Writing Activities to Help Students Write Passages that Read Well

The writing activities in each lesson are designed to help students produce writing that is organized, to the point, and makes sense to the target audience. Highly structured activities focus on specific skills and typically include:

- An introduction that prepares students for writing passages according to specific criteria
- Student writing supported by an organizational pattern
- Teacher reading of a model passage
- Sharing of some student passages
- Editing and revising

Initial Support that Builds Confidence

Outline diagrams provide easy-to-understand organizational patterns for writing assignments and key wording for writing specific sentences. As students become familiar with each type of composition, the diagrams contain fewer and fewer details, leading students towards independence as writers. This simple structure:

- Offers the same advantage as teaching students a beginning reading strategy.
- Gives everyone a common, concrete referent.
- Increases clarity because students are able to focus on communicating their ideas.
- Makes it easy to correct mistakes because expectations are clearly defined.

SRA Essentials for Writing provides the content, knowledge, and experience needed for students to meet graduation requirements in English language arts.

A Unique Group-edit Process

When students finish writing, they share what they have written and the teacher engages the class in comparing the passage to specific checks to test for errors. The prescribed checks serve to:

- Focus student attention on a range of skills from sentence and paragraph structure, to grammar and punctuation.
- Help students apply the structure provided by outline diagrams to a broad range of writing assignments.
- Give everyone an opportunity to make changes to improve their passage.
- Save grading time while providing meaningful feedback – because teachers respond to and assess only the focus skills.

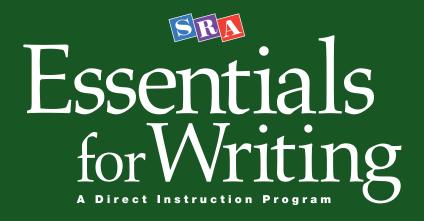
Motivation is Part of the Solution

Significant factors for stimulating student motivation are competence, confidence, and personal engagement. *Essentials for Writing* uses stimulating writing prompts that are relevant and meaningful to the older student, while highly organized lessons provide the structure and detail that permit students to:

- Grasp the basics of grammar, language use, and mechanics.
- Acquire the skills needed to become more precise and detailed in their writing.
- Produce written work that contains pertinent and well-developed ideas, supporting examples, and appropriate details.

Give Your Students the Tools to Succeed with High-interest Writing Prompts

and Meaningful Feedback



Discover the Writing Program Designed to Develop Your At-risk Students into Motivated, Proficient Writers:

- 95 total lessons structured for a 55-minute class schedule
- 11 in-program mastery tests to assess student progress and pinpoint weaknesses
- Interactive software for extended practice of grammar, usage, and mechanics
- Appropriate for students at risk of failing to meet state examination or graduation requirements in English language arts



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