

Language for Writing

Language for Writing gives students systematic practice in expanding their writing skills. The program focuses not only on writing but also on the vocabulary, syntax, and organizational skills that underpin writing. Students learn how to convey details, how to indicate a sequence of events, how to make clear statements, and how to present evidence that leads to a conclusion.

The program teaches students the conventions of clear writing; the vocabulary needed to describe actions, events, and objects; and the sentence structures required to put complex ideas into writing. To achieve these goals, *Language for Writing* provides extensive instruction in the use of language, both written and spoken.

In short, the program gives students the tools they need to think like writers. Students learn to analyze what they have written for clarity and effectiveness of communication. They also practice the mechanics of punctuation and capitalization and learn several grammatical terms. Finally, they work with several higher-order thinking skills, such as classifying objects, making analogies, constructing definitions, and completing deductions.

Language for Writing is appropriate for the following students:

- Second- or third-grade students who have completed or almost completed *Language for Thinking*
- Second-, third-, and fourth-grade students who pass the *Language for Writing* Placement Test
- Upper-elementary and middle-school students of any age who pass the Placement Test and are in Title I or special-education programs
- Older students who pass the placement test and are in speech-correction and language classes

Language for Writing can also be used with intermediate, early advanced, and advanced ELL students. These students will benefit because the program is designed so they

- write complex sentences and paragraphs in English.

- apply critical thinking and instructional language through written responses.
- apply background knowledge and new vocabulary to comprehension activities.

Program Materials

The teacher materials for *Language for Writing* consist of the Presentation Books, the Teacher's Guide, and the Answer Key. The student materials consist of the Textbook and the Workbook.

Presentation Books

The Presentation Books contain the daily lessons you present to students. The books also contain directions for the Textbook and Workbook activities as well as directions for administering the program assessments, which occur after every tenth lesson.

Each Presentation Book contains a range of lessons, as follows:

Book A	Lessons 1–70
Book B	Lessons 71–140

Teacher's Guide

The Teacher's Guide explains how to use the materials and how to implement the program in your classroom. The guide also summarizes the contents of the program and describes useful teaching techniques. In addition, it provides specific correction procedures for many of the exercises that appear in the daily lessons.

Additional contents of the guide include

- Placement Test for determining if students should be in the program.
- reproductions of three complete lessons to be used as practice lessons in staff-development sessions.
- Family Letters.
- Behavioral Objectives that list the skills and concepts students learn in the program.

- Skills Profile Chart blackline masters for recording individual student progress through the program.
- Group Summary Chart for recording data from each program assessment.
- Daily Record-Keeping Chart for recording student workbook and textbook data.
- Extra Help Practice Sheet blackline masters for additional practice with workbook and textbook activities.

Answer Key

This book includes answers for the workbook activities, the textbook activities, and the program assessments.

Workbook

The consumable Workbook contains written activities that students complete during each daily lesson, starting at lesson 5. You direct some of the Workbook activities, and students do others as independent work. Activities include writing answers to questions, completing items, circling correct answers, and filling in blanks. Students write their answers in the Workbook.

Textbook

The nonconsumable Textbook includes more extensive writing activities than the Workbook, including daily writing assignments and skill exercises. Students complete Textbook activities in every lesson. They write their answers on a separate piece of paper.

Program Contents

As shown by the Scope and Sequence Chart on the next page, *Language for Writing* contains seven groups of tracks, each of which teaches a related set of language concepts and thinking skills. Exercises from a particular group of tracks occur repeatedly over a span of lessons.

Sentences

In the Sentences exercises, students learn

- the difference between a sentence and a group of words that is not a sentence.
- how to make up sentences with the subject given and, later, with the verb given.
- how to identify sentences as statements, questions, or commands.
- the difference between sentences that tell about only one thing and sentences that tell about more than one thing.
- how to transform sentences into questions.

Grammar

In the Grammar exercises, students learn to identify the subject and predicate of regular-order sentences that start with the subject. They also identify verbs, nouns, adjectives, and pronouns. In addition, they complete exercises on subject-verb agreement and on identification of present, past, and future tense. Other exercises focus on types of subjects, modifiers in the subject and predicate, and compound sentences.

Thinking Skills

The Thinking Skills exercises develop vocabulary, logical reasoning, and writing. Students work with synonyms and opposites, classification concepts, definitions, *true/false/maybe* statements, analogies, deductions, and rules.

Punctuation and Capitalization

In the Punctuation and Capitalization exercises, students learn how to use periods and question marks, capital letters, commas, quotation marks, indentations, contractions, abbreviations, and possessives.

Interpreting Written Texts

The primary focus of the Interpreting Written Texts exercises is on teaching students various techniques for extracting information from written text. Early exercises include oral directions that students interpret. Later activities focus on “unpacking” the meanings of written sentences and paragraphs, identifying sentences that contain specific information, and drawing inferences. Students also outline paragraphs and interpret tables and diagrams.

Writing Narratives

In the Writing Narratives exercises, students view pictures in their Textbooks along with directions for writing stories about the pictures. The directions indicate what tense students should use, what sentence forms they should employ, and what kind of paragraphing is required. By the later lessons in the program, students write several paragraphs that describe what occurred before a picture, what happened in the picture, what the people in the picture said, and what happened after the picture.

Specific Writing Skills

In the Specific Writing Skills exercises, students determine the differences between general and specific directions, make comparisons, write instructions, complete stories, retell stories, summarize passages, make decisions, and proofread. Students also receive practice in describing objects clearly, using more specific words, making precise comparisons, and writing clear instructions.

Language for Writing Scope and Sequence

	Lessons	0	10	20	30	40	50	60	70	80	90	100	110	120	130	140	
Sentences																	
Sentence/Nonsentence																	
Making Up Sentences																	
Statement/Question/Command																	
Singular/Plural																	
Statement/Question Transformations																	
Sentence Review																	
Grammar																	
Subject/Predicate																	
Verbs/Tense																	
Compound Sentences																	
Simple Subjects																	
Subject/Verb Agreement																	
Nouns/Adjectives/Pronouns																	
Thinking Skills																	
Synonyms/Opposites																	
Classification																	
Definitions																	
True/False/Maybe																	
Analogies/Rules																	
Deductions																	
Punctuation and Capitalization																	
Question Marks/Periods/Commas																	
Quotation Marks																	
Punctuation/Capitalization																	
Contractions/Abbreviations/Possessives																	
Interpreting Written Texts																	
Following Directions																	
Sentence/Paragraph Comprehension																	
Story Inference																	
Interpreting Tables/Diagrams																	
Outlining																	
Writing Narratives																	
Writing Sentences about Pictures																	
Writing Stories about Pictures																	
Specific Writing Skills																	
General/Specific Directions																	
Summarizing																	
Exact Descriptions																	
Making Comparisons																	
Writing Instructions																	
Completing a Story																	
Retelling																	
Making Decisions																	
Proofreading																	