

The Write Foundation

Introduction

Sentence to Paragraph, Paragraph & Essay Writing

Teaching the Writing Process and Structure

Basic**STRUCTURED***Creative**Formal*

The goal of The Write Foundation is to teach students to become carefully planned, organized writers, enabling them to effectively communicate, preparing them for future classes and life.

All levels of The Write Foundation can easily be used in a homeschool setting with 1 – 3 students on a daily basis. The lessons can also be used in a co-op or classroom setting with multiple students taught once or twice a week and daily assignments completed at home the other days.

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General Teaching Principles

The Write Foundation Objectives:

1. The Writing Process –fundamental writing skills of brainstorm, outline, rough draft, edit & final copy.
2. Writing Structure – incorporating structured organization in writing.
3. Word Usage – basic grammar and figures of speech used to enhance writing.

TWF was originally written for students who struggled with and hated writing, but hundreds of students who enjoy writing have also profited. Students learn the foundation for effective communication by organizing their work through the writing process, writing structure and proper, creative word usage. TWF is arranged with detailed, specific guidelines, yet allows flexibility. When you take the time to read through and follow these instructions, adapting them to fit you, then TWF will work for you.

Writing is a complex subject to master, so the teacher must take an active part. The Write Foundation provides quality tools to help you to teach your students how to write.

One mom said “...the lessons are presented as simply as possible. The subject however is complex. Proper writing instruction is not quick and easy. It requires diligence from both the teacher and the student.”

“Repetition is the price of knowledge.” (Keith Lamb) Basic skills are mastered by repetitious practice. The student’s job is not to understand why the repetition, but learn the process. Frustration comes from attempting advanced skills without enough practice of the basics. Early on, student attempts may be clumsy, but their work will improve as they practice the basics. As students succeed and gain confidence in their abilities, frustration and discouragement leave. Save their work. When looking back, you will see progress.

Do not make the students repeatedly rewrite any paragraph unless rewriting is in the assignment. The goal is to expand writing capabilities with step-by-step teaching of the objectives. Repetition is written into the system, but don’t overdo it. Instead, review a composition with them, showing them how to correct their mistakes, and then move on to the next lesson. Verify that the mistake is corrected in the next lesson.

This is the shortcut! Do not skip steps. Each lesson builds on the previous lessons, while adding knowledge and skills. Every step created has a purpose in mind, so to skip a part would sell students short. Every step of the writing process is necessary even when the steps seem repetitious. What may seem like needless and painful repetition is actually a cornerstone for learning.

Assist as necessary, but slow down or back up if a student is frustrated. Students gain independence as good writing habits are solidified. The teacher should help as much as needed until the student is comfortable working independently and starts chasing away the extra help. But even then, make sure the student is well grounded in the basics and successfully working independently before backing off.

Highlighting visually connects brainstorming, outlining and composing. Color coding is used to teach the different parts of paragraph structure and grammar. Students use highlighting to organize their writing.

One mom said “This has helped to cement the main concepts into their framework of thinking about writing.”

Another mom said “One thing I liked about this program is the way it used highlighting to break down the different parts of a paragraph. Students use specific colors to highlight sentences to identify topic sentences, supporting sentences, conclusions etc. This activity made these ideas VERY concrete and clear for my son. Seriously, it was like a light bulb went off! “Oh so that’s what you mean when you say the sentence has to support the topic!” I found that by highlighting the sentences he really began to think about whether or not a sentence made sense in the paragraph!”

Teachers need to stay focused:

- The student is learning a process.
- Perfection with each paper is not the goal.
- The primary goal is to go through the process over and over until good writing habits are established permanently.

Type Writing Assignments

Students should type the final copies of the independent work, except specified poetry. If younger students need a teacher to type while they compose, that is fine for a while. If students do not know how to type, now is the time to learn. They will eventually learn to think faster than the teacher can write and will prefer to type their own work. When students are required to type their work, they learn a necessary life skill. Also, it raises their confidence, since they learn the satisfaction of proudly presenting their work.

Lesson Plan Suggestions

Read through these instructions, quickly look over the first lesson and then dive into teaching. General schedules follow this section and detailed schedules are in the instruction manuals.

Basic lesson format:

Each lesson is organized into 3 main areas: sentence structure, composition, and poetry instruction.

1. Sentence structure is practicing grammar, developing informative sentences, building vocabulary, and using figures of speech. For the first 6 lessons in Sentence to Paragraph, this is the focus.
2. Paragraph and essay composition is the bulk of the lessons.
3. Poetry instruction is fun and creative, but more importantly students build their vocabulary and work with grammar and figures of speech while learning to concisely write within a given structure.

PLANNING THE YEAR

Each level contains 30 lessons, organized as 2 sets of 15 lessons. A set of 15 lessons may be taught in 1 semester or 1 school year, so each lesson can take from 1 to 2 weeks.

- For some home situations, a 30 lessons-per-year format works fine.
- For many homes, a 15 lessons-per-year format works well.
 1. When students are at the youngest recommended age or struggle for any reason, plan on a slower pace.
 2. If home life is hectic or students are tackling several subjects at once, plan on a slower pace.

PLANNING THE WEEK

Teaching sessions may be organized in different ways.

1. An entire lesson can be taught 1 day, with independent work completed the other days.
2. Lessons can be split over 2 days for teaching instruction with different sections of the lesson taught each day and students completing independent work over the other days.
3. A lesson can be taught over a period of days, with different sections of the lesson taught each day for a short time, and independent work completed during the rest of the allotted time that day.

One mom said, "... what we ended up doing was splitting up the "lesson" part over a few days, and assigning the homework (independent work) a bit as we went. Some lessons were easier to break up this way than others, but typically, we'd spend about 30 minutes of teaching time twice a week, and the other three days, (my son) would mostly work on his own for 30 – 45 minutes, usually getting five or so minutes from me in there somewhere." (Sentence to Paragraph)

GRADING

Grading is part of each lesson. The lesson is complete when the grading is complete. When students receive immediate, or as close to immediate as possible feedback, their work improves. Specific grading instructions/suggestions are included in the Additional Resources for compositions and poetry.

Daily Schedule Suggestions

Use the detailed Daily Schedules in the instruction manuals which divide every lesson individually into day to day workable daily formats or use the following general schedule recommendations adjusting as needed.

Daily Schedules: The Daily Schedules show which sections work well being taught together on the same day and when sections can easily be taught on different days.

- At the beginning of each lesson are 2 possible schedules: 5 day or 8 – 10 day schedules.
- **Sections:** Each lesson covers 3 areas: sentence structure, composition (sentences or paragraphs), and poetry which are divided into “Sections.” Sections are listed at the beginning of every lesson.
- In the Daily Schedules the sections are grouped into daily tasks.
- Days may be combined or divided as needed. Some students will want to complete everything in 1 or 2 days, while others should work every day as the schedules suggest.
- **Time:** Each day can take from 30 minutes to 2 hours, including teaching instruction and student independent work, depending on how you arrange your schedule.
- Determine how much to cover each day by your own time schedule and the ability of your student.

Each lesson is divided into sections, which are referred to in the Daily Schedule. In the instruction manual in lessons 2 – 15 and 17 – 30, section 1 “Previous Work,” is a list of what was accomplished in the previous lesson for easy reference.

Sentence to Paragraph Lesson 2: Page 1

Sentence Lesson 2: Picture Sentences

Sentence Structure – Nouns/Subjects, Descriptive Verbs (participles)
Poetry: Concrete – Nouns/Verbs

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Previous work: Lesson 1 2. Mind Bender® Bk. 3 Pg. 2 3. Descriptive Verbs WS 1 (TP 1) | <ol style="list-style-type: none"> 4. Sentence Practice WS 2 (TP 2) 5. Picture Sentences WS 3 (TP 3) 6. Concrete Poetry WS 4 (TP 4) |
|---|--|

Extra preparation:

Provide several pictures from magazines for section #5 for pictures sentences. (Ask students to supply some scenic pictures.) *Country* magazine photos work well for this activity, because they are family oriented with beautiful scenery.

1. Previous work: Lesson 1

- Mind Bender® Book 3 Page 1
- 10 Alliteration Sentences

At the beginning of every lesson is a list of the previous lesson’s independent work for easy reference for the teacher. All work from each lesson should be completed before the next lesson is taught. The independent work from a previous lesson can be reviewed and corrected as completed or given to the teacher at the beginning of the next lesson.

Assignments: The Daily Schedules refer to student “Assignment” segments.

- The student assignment is at the end of each lesson in the instruction manual for easy teacher referrals.
- The student assignment is also at the end of each lesson’s set of worksheets for the student to have on hand while completing the independent work. Each assignment has extra help and instruction.

Worksheets and assignments are designed to give students the information they need to successfully complete each lesson’s independent work.

The “Assignments,” which are at the end of each lesson in the student worksheets and at the end of each lesson in the instruction manuals, are divided into segments for easy reference as students complete their independent work. The assignment segments are referred to in the Daily Schedules.

Sentence to Paragraph Assignment 2

Independent work due:

- Mind Bender® Book 3 Page 2
- 6 Concrete Poems (3 nouns & 3 verbs)
- 10 Word Picture Sentences (typed and double spaced)

Segment 1: Mind Bender® Book 3 Page 2

Segment 2: Type 10 descriptive sentences about a picture or pictures from a magazine or a book. All 10 sentences may come from the same picture or from 2 – 10 different pictures. **Every sentence must use at least 1 different ing or ed participle.**

When writing the sentences:

- Have at least 8 words
- Use at least 1 participle (ing or ed word) per sentence (circle the participle).
- Do not repeat any participles.

Capitalize the first letter of the **first word** in each sentence and any **proper nouns** or name of people, places, and things.

Sentence Writing Checklist

1. Begin each sentence with a capital letter.
2. Put punctuation at the end of each sentence.
3. Every sentence must be a complete thought.
4. Subject in every sentence.
5. Verb in every sentence.

Segment 3: 6 Concrete Poems

Take a single word and illustrate it using the letters of the word to create a picture of the word.

Examples:

O P N
H P I G

SHOUT CALLIGRAPHY

Create at least 3 “poems” from each category. That means you will have a total of **6 poems of 1 word each**.

Topics for Concrete Poetry:

3 Nouns:
lace – feather – branch – log – kitten – flower – frog – snake – car – rabbit – turtle – moon – rifle – knife

3 Verbs:
running – laughing – stomping – batting – throwing – pitching – walking – jumping – dancing – shaking

You may select other words besides what is listed, but you must use 3 nouns and 3 verbs.

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5 Day General Schedule (faster pace) – 30 Lessons per Year

General daily schedule for completing lessons weekly: about 10 – 30 minutes per day teaching instruction with a total of 30 minutes – 2 hours per day including independent work

Day 1: Mind Bender® and Sentence Structure & Sentence Practice

Day 2: Teacher instructions for writing process

Day 3: Independent writing assignment

Day 4: Finish paragraph independent writing assignment – grade

Day 5: Poetry instruction and independent work – grade

10 Day General Schedule – 15 Lessons per Year

Recommended daily schedule for completing 1 lesson in 2 weeks: about 5 – 30 minutes per day teaching instruction with a total of 30 – 90 minutes per day including independent work

- Day 1: Mind Bender®
- Day 2: Sentence Structure & Sentence Practice
- Day 3: Teacher instructions for writing process
- Day 4: Independent writing assignment
- Day 5: Independent writing assignment
- Day 6: Independent writing assignment
- Day 7: Independent writing assignment – edit own work
- Day 8: Complete independent writing – grade
- Day 9: Poetry instruction – practice
- Day 10: Poetry independent – grade

How to Teach Lessons with a Computer or Overhead

The lessons are designed to be taught using the **instruction manual** with the **teacher presentation (TP)** pages on the computer or overhead, with the student(s) taking notes on the **worksheets (WS)**.

1. The **instruction manual** should be reviewed by the teacher before the lesson and used as reference during the lesson. Simply follow the **instruction manual** while displaying the **teacher presentation (TP) on the computer or overhead as a transparency**, as students write on the **worksheets (WS)**.
2. The **worksheets (WS)** are for student notes and independent work. All of the worksheets come in the order followed in the instructions. A **worksheet (WS)** is not needed for every **teacher presentation (TP)**. Some instruction and practice should be completed on notebook paper.
3. The **teacher presentation (TP)** coordinates with the **instruction manual** and the **worksheets (WS)**, showing information needed to complete the **worksheets (WS)**. All of the information on the **teacher presentation (TP)** is also included in the **instruction manual**. Students can view the **teacher presentation (TP)** on the computer or overhead while writing on their **worksheets (WS)**. Using the computer screen prohibits the ability to highlight or mark items, so the teacher may want to make paper copies of some of the **teacher presentation (TP)** pages to illustrate highlighting. Keep the pages in the teacher notebook for easy access.

Transparencies – online value pricing <http://www.terschproducts.com/>

How to Teach Lessons without a Computer or Overhead

The lessons may be taught using the **instruction manual**, with or without the **teacher presentation (TP)** pages, and with students taking notes on the **worksheets (WS)**.

1. The **instruction manual** should be reviewed by the teacher before the lesson, and used as a reference during the lesson. Follow the **instruction manual** while the students write on the **worksheets (WS)**. A white board can be used for the teacher to write information on for students to copy onto the worksheets (fill in the blank – write just the words that go in the blanks).
2. The **worksheets (WS)** are for student notes and independent work. The worksheets come in the order followed in the instructions. A **worksheet (WS)** is not needed for every **teacher presentation (TP)**. Some instruction and practice should be completed on notebook paper.
3. The **teacher presentation (TP)** coordinates with the **instruction manual** and the **worksheets (WS)**, showing information needed to complete the **worksheets (WS)**. All of the information on the **teacher presentation (TP)** is also included in the **instruction manual**. If using this method, the **teacher presentation (TP)** can be printed on paper to serve as a visual aid to show examples, and illustrate highlighting. If the **TPs** are not printed, some information can be written on paper or a white board (fill in the blank – write just the words that go in the blanks) for the students to copy. The teacher may want to either make or purchase 3-hole punched paper copies of the **teacher presentation (TP)** pages and keep in her teacher notebook for easy access.

Classroom/Co-op Setting

(Class time: 1 to 2 hours)

Depending on ability level, teach 30 lessons or 15 lessons per year. Teach lessons either every week (30 lessons per year) or every other week (15 lessons per year). Lessons can be easily divided and taught as 1 hour class sessions twice a week or up to 2 hours once a week. Assign time to quickly check off and turn in completed independent work and Mind Benders®, and then teach the lesson. The length of each lesson varies some and depends on student interaction. Students complete the independent work assignments at home.

Co-op Grading: If the curriculum is being taught in a free or low cost co-op setting, divide the work among several participating moms. One mom can prepare and teach each lesson, another mom can grade all the poetry, and 2 or more moms grade the compositions, depending on the number of students. The work would be fairly evenly divided if one mom is grading the compositions of 3 – 6 students for every lesson. Specific grading instructions/suggestions are included in the Additional Resources.

Supplies and Student Notebook

Students will need:

1. 3-ring binder (2 – 3 inch)
2. Worksheets (purchase from www.thewritefoundation.org)
3. loose leaf notebook paper in the 3-ring binder
4. pens or pencils
5. 6+ highlighters (6 different colors)
6. 8 notebook divider tabs
7. thesaurus
8. dictionary

Instructions on how to set up the tabs in the students' notebooks are included in the first lesson of each level.

Teacher Notebook: Additional Resources

Additional Resources, which were downloaded when purchasing the curriculum, can either be accessed on the computer or printed. Keep any printed pages organized in a teacher notebook.

- ◆ Checklists – Extra copies for the teacher to keep handy in case a checklist is lost.
- ◆ Grading Records – for the teacher who wants to keep records.
- ◆ Grading System – a suggested point system for those who need help in grading writing.
- ◆ Teacher Presentation (TP) – explained on pages 7 and 8. The teacher may purchase the pages on 3-hole punched paper by special request to The Write Foundation, or print the pages, either for making into overhead transparencies or using the paper pages to teach with, instead of using the digital version on the computer, which is provided in Additional Resources. (200+ pages)
- ◆ Games – Have your students help prepare prior to the lessons. Store in plastic bags and/or zipper pencil pouches. These games will be needed at lesson 15 and then again at about lessons 25 – 30. Not all the games must be printed. Some games are only a couple of pages to print, while games with notes for students to use are multiple pages.
- ◆ Miscellaneous Lists – Extra copies for the teacher to keep handy.

Definition of Terms:

1. Teacher Presentation (TP): Additional Resources

The initials **TP** indicate “**Teacher Presentation**” pages from which students copy lesson instruction. These are included in digital format in Additional Resources for computer use or may be printed, but are available for purchase on 3-hole punch paper, just contact TWF. Each level has about 250 Teacher Presentation pages.

2. Student Worksheets (WS)

The initials **WS** indicate **student worksheets**. Every student needs their own copy of each worksheet kept in order in their notebook under tab #8 Worksheets, until needed for the current lesson. After worksheets are completed in a lesson, then file them under one of the following tabs.

1. **Assignments:** Assignments and worksheets needed to complete the assignment independent work, file under “**Assignment**” tab. When independent work is complete, turn in what is required, and empty the tab of other worksheets, but leave the future assignments there until needed.
2. **Checklists:** The checklists, which include highlighting instructions, checklists and the No List, file under the “**Checklists**” tab. Keep the current checklist and No List easiest to access.
3. **Word Lists:** Any word list already created or created together, file under the “**Word Lists**” tab. Word lists will be used in other lessons.
4. **Lesson Notes:** Worksheets used to take notes, outline formats, figures of speech, or practice sentences, file under the “**Lesson Notes**” tab. The figures of speech will be referred to in other lessons.

3. Sentence Structure

Sentence Structure includes writing creative sentences, grammar practice and some punctuation practice while writing complete sentences. Sentence structure is applied to paragraphs in the lessons.

4. Paragraph Organization/Brainstorm

Sentence to Paragraph and Paragraph Writing: Paragraph Organizations teach different methods of brainstorming. The brainstorm is intentionally parallel to the outline. Brainstorms can be brief, but stay within lesson guidelines. Abbreviate thoughts, and later develop the complete thoughts.

5. Essay Organization

Paragraph Writing and Essay Writing: The Essay Organization is for 5-paragraph college level essays. A separate brainstorm is still necessary to generate the supports, examples, and thesis information. The Essay Organization shows that students know their supports and thesis before they write their outline, rough draft and final essay.

6. Outlines

Standard outlines are used to organize the brainstorm. Complete the entire writing process each time. Do not skip the brainstorm or the outline. Outlines can be brief, but stay within the lesson guidelines. When outlining, abbreviate thoughts or just write notes and then later develop the notes as complete thoughts.

7. Examples

The lesson example brainstorm, outline and paragraph illustrate work for that that lesson. Either highlight printed **TP** examples or highlight the example in the **instruction manual** for illustration. Students should copy the example when the instructions specify. Most brainstorm and outline examples are a guide for the teacher when brainstorming and outlining with the students and for showing how required figures and parts of speech are included in writing. Poetry examples are used in every lesson.

8. Checklists & Editing: Additional Resources

Sentence to Paragraph and Paragraph Writing: The Writing Checklist, Paragraph Writing Checklist, the No List and assignment instructions are for editing, and then for the teacher to grade work.

Essay Writing: The No List, Essay Checklist and Condensed Essay Checklist, and assignment instructions are for editing, and then for the teacher to grade work.

Editing: Students edit while they write. Review the rough draft with the student, showing how to correct it. Read paragraphs out loud to find missing words and other errors. Do not kill enjoyment by being too critical. Find something to praise in their work.

Grading: Checklists for grading are in the Additional Resources. Adjust suggested point values as needed. Grading checklists are guidelines and are not rigid rules. Praise students for what they do right while correcting mistakes. Do not repeatedly rewrite. Focus on not repeating the key mistakes.

9. Assignments

The assignments are found at the end of lessons in the instruction manuals and at the end of lessons in the student worksheets. They are reminders of independent work due and contain extra instructions for the independent work. Each assignment is divided into **segments** and can be rearranged if needed.

10. Poetry

Poetry is enjoyable as it teaches so much.

- It is used as a tool for teaching grammar, as the parts and figures of speech are used to create poetry.
- As students learn to work with different parts and figures of speech in their poetry, they begin to incorporate a variety of creative expressions into their writing.
- Having the students write poetry teaches how structure is used in writing.

11. Mind Benders®

Mind Benders® are optional, but highly recommended, because they help train students to think logically. Problems are designated by their page number in the Mind Bender® books and should be completed in order starting at the first of the book, because they progressively become harder. Help them, but if students are completely frustrated, back-up to an easier level or rework some.

- **Sentence to Paragraph:** Mind Bender® Book 3. Start at the beginning of Book 3 and work 1 Mind Bender® per lesson throughout the year. You should end with about 5 problems not worked.
- **Paragraph Writing:** Mind Bender® Book 4. If students have never worked Mind Benders® before, use Book 3 first, and then work Book 4. If Book 3 was used in Sentence to Paragraph, then finish the last problems from Book 3 in the first few Paragraph Writing lessons, and then start at the beginning of Book 4 working 1 Mind Bender® per lesson throughout the year. You should end with several (about 5 – 10) problems not worked.
- **Essay Writing:** Mind Bender® Book 5. If a student has never worked Mind Benders® before, use Book 4 instead of attempting Book 5. If Book 4 was used in Paragraph Writing, then finish the last problems from Book 4 in the first few Essay Writing lessons, and then begin Book 5 working 1 Mind Bender® per lesson throughout the year. About half way through Book 5 (~page 14) the problems become very challenging. Some enjoy the challenge, some quit. Use teacher discretion on completing the book.

Do not be fooled by the recommended grade levels on the Mind Bender® books. For many adults who have never worked Mind Benders®, even books recommended for 3rd – 6th grade can be challenging.

Mind Benders® may be purchased from www.criticalthinking.com or from some school supply stores.

12. Games: Additional Resources

Games are provided in **Additional Resources**. Games are scheduled in a few lessons. The games can be used for a break from the usual routine. Have students help prepare the games ahead. Games may be played as individuals, partners, or teams. If there is just 1 student, either a sibling or the teacher could play. An alternative is to have the student play against a timer or for rewards, such as a grape, sticker or for extra time doing something special. Also, invite some friends over to play, which works well for lessons 15 and 30.

13. Grading Records and Grading System: Additional Resources

In the Additional Resource folder, forms are provided for recording student grades in the Grading Records folder. The Grading System folder contains the checklists with suggested numbers of points to deduct for errors.