

# Guided Writing Plus

Liana Robinson





# Guided Writing *Plus*

Liana Robinson





## Guided Writing Plus 1

Liana Robinson

© 2014 Compass Publishing

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the publisher.

Acquisitions Editor: Adeana Estoll  
Project Coordinator: Julie Kim  
Content Editor: Brian Williams  
Designer: Ji Eun Lee

email: [info@compasspub.com](mailto:info@compasspub.com)  
<http://www.compasspub.com>

ISBN: 978-1-61352-464-0

20 19 18 17 16 15 14 13 12 11 10  
30 29 28 27 26 25 24 23

Photo Credits:

All photos and images © Shutterstock, Inc.

Printed in Korea

 **This is made with nontoxic materials.**

# Table of Contents

How to Use This Book	4
UNIT 1 Seasons <b>School Report</b>	6
UNIT 2 Party Time <b>Email</b>	14
UNIT 3 My Best Friend <b>Journal Entry</b>	22
UNIT 4 Fantasy Books <b>Book Review</b>	30
UNIT 5 Storms <b>Weather Report</b>	38
UNIT 6 Solving Problems <b>Email</b>	46
UNIT 7 Bugs <b>Science Report</b>	54
UNIT 8 Eating Out <b>Restaurant Review</b>	62
UNIT 9 Life Cycles <b>School Report</b>	70
UNIT 10 Hello! Aloha! <b>Letter</b>	78
UNIT 11 Once Upon a Time <b>Short Story</b>	86
UNIT 12 Movie Night <b>Movie Review</b>	94



# How to Use This Book

This book is designed to support the guided writing approach to teaching writing in the classroom. Each unit in *Guided Writing Plus 1* is divided into nine activity sets. These activity sets work together to build skills that enable students to produce creative, well-written, and well-organized passages.

## Pattern

Here, students warm up by arranging words and phrases in the graphic organizer. This activity is designed to help student organize information and brainstorm vocabulary related to the unit's focus.

## Discussion

This is an exercise used to build up basic communicative language skills on the unit's topic. Students ask and answer questions based on the unit's theme.

Here students can arrange the details of the discussion with their partners. This allows them to visualize their ideas.

## Writing Focus

Each unit focuses on a specific writing skill to strengthen students' writing proficiency and build their English language skills.

**Unit 1 Seasons**

**Writing Focus**  
The main idea is the focus of the story. Write the main idea, just a few, or a full sentence. The first sentence may say it again in another way. Use details to write interesting sentences that support the main idea.

**Pattern**  
Choose words or phrases from the box to complete the organizer.

ice skating, skiing, winter activities, ice skates, sleds, snow boots, gloves, making snowmen

**Main Idea**  
winter activities

**Details (Activities)**  
•

**Details (Needs)**  
•

**Discussion**  
Ask and answer the questions with your partner.

- There are many activities to do in which season?  
☐ summer ☐ winter  
☐ fall ☐ spring
- What do people enjoy doing in winter?  
☐ snowboarding ☐ hiking ☐ collecting bugs  
☐ sailing ☐ playing soccer ☐
- What do people need to do these activities?  
☐ sneakers ☐ goggles ☐ snowboards  
☐ jar and net ☐ ball ☐

Share what your partner said with your class.

Your Partner's Name: \_\_\_\_\_

**Main Idea**  
• There are many activities to do in \_\_\_\_\_.

**Detail (Activity)**  
• People enjoy \_\_\_\_\_ in \_\_\_\_\_.

**Detail (Need)**  
• People need \_\_\_\_\_ to do this activity.

## Word Wall

This exercise introduces additional vocabulary based on the unit's theme. Students group words into the appropriate categories as a way to analyze and gain a better understanding of the vocabulary.

## Model

A passage on the unit's theme is provided in which the unit's writing strategy is utilized. Students should follow the directions to identify characteristics of the writing focus. This exercise not only allows the students to see these techniques used in practice, but also provides a model paragraph for them to follow when writing their own passages.

**Word Wall**  
Group the words and phrases under the correct topics.

hiking, swim cap, sailboat, jet skiing, swimming, gloves, hiking boots, sailing

**Needs**  
•

**Activities**  
•

**Model**  
Read the model writing. Circle the main idea and underline the detail sentences that describe activities.

**Winter Activities**  
There are many activities to do in winter. My friends and I make big snowmen when it snows. We also have the most exciting snowball fights. We need warm coats and mittens to do these activities. There are other things to do, too. Many people enjoy skiing fast down a mountain. Other people enjoy sledding. They need skis and sleds to do these activities. Winter is a fun time for everyone.

**Analysis**  
Answer the questions using the model writing.

- What do the writer and her friends do in winter?  
• They \_\_\_\_\_ and \_\_\_\_\_ in winter.
- What do they need to do these activities?  
• They need \_\_\_\_\_ and \_\_\_\_\_ to do these activities.
- What other activities do people enjoy doing in winter?  
• Many people enjoy \_\_\_\_\_ and others enjoy \_\_\_\_\_.
- What do they need to do these activities?  
• They need \_\_\_\_\_ and \_\_\_\_\_ to do these activities.

Complete the organizer using the answers above.

**Main Idea**  
• Activities in Winter

**Details (Activities)**  
•

**Details (Needs)**  
•

## Analysis

This section provides comprehension questions to check students' understanding of the passage. Here, a graphic organizer is used to help the students deconstruct the passage. Answers from the questions above are used to complete the organizer.





## Talk for Ideas

In this section, students are encouraged to be creative and talk about their own experiences and ideas. First, they should read and practice the colloquial dialog. Then they can continue practicing the dialog by replacing the underlined words with their own words. Students can organize the details from the conversations with their partners using the graphic organizer.

## Sentence Build-Up

This exercise helps students learn the target sentence structure of each unit by creating sustenance that model that structure. After completion of this exercise, the sentences can be used as models for the Writing Draft exercise at the end of each unit.

### Talk for Ideas

Role-play with your partner. Change the underlined words to talk about seasonal activities.

**Caitlin:** Are there many activities to do in summer?

**Rose:** Yes, there are many activities to do in summer.

**Caitlin:** What do you enjoy doing?

**Rose:** I enjoy going swimming.

**Caitlin:** What do you need to do that?

**Rose:** I need a swimsuit and a swims cap.

**Caitlin:** What else do you enjoy doing in summer?

**Rose:** I enjoy camping in the mountains.

**Caitlin:** What do you need to do that?

**Rose:** I need a tent and a sleeping bag.

Make notes using what your partner said in the role-play above.

### Sentence Build-Up

Describe things with the superlatives by adding -est to the end of a word or most before a word.

Ex. We also have the most exciting snowball fights.

Unscramble the sentences.

- to hike / most beautiful time / Fall / is the
- is the / most enjoyable time / to play golf / Spring
- is the / to ski / Winter / coldest time

Use and to connect two or more related ideas.

Ex. They need skin and skis to do these activities.

Connect the parts using the word and.

- We need warm mittens. a surfboard to surf in summer.
- She needs a butterfly net. coats to play in the snow.
- I need a wet suit. a jar to collect bugs in spring.

## Outline

This section allows students to think through the topic and organize their thoughts by answering guided questions. Their answers can then be used in the Writing Draft exercise on the next page.

## Writing Draft

Students are now prepared to write their own paragraphs based on the unit's theme. They will follow the prompts to write about their own experiences and/or opinions, using a variety of writing styles. A self-check section is provided to encourage students to use the unit's tips in their own writing.

### Outline

Think about a season that you enjoy. Use the organizer and your own ideas to make an outline.

### Writing Draft

Draft a report about a season you enjoy.

Title: \_\_\_\_\_

Main Idea: \_\_\_\_\_

There are \_\_\_\_\_ activities to do in \_\_\_\_\_.

Details: \_\_\_\_\_

My friends and I \_\_\_\_\_

We also \_\_\_\_\_

We need \_\_\_\_\_ to do these activities.

Details: \_\_\_\_\_

There are other activities to do, too.

Many people enjoy \_\_\_\_\_.

Other people enjoy \_\_\_\_\_ They need \_\_\_\_\_ to do these activities. \_\_\_\_\_ is a fun time for everyone.

School Report Checklist: ☐ Grammar ☐ Writing Focus ☐ Spelling & Punctuation



# UNIT 1

## Seasons

School Report

### Writing Focus

The **main idea** is the focus of the story. Write the main idea in the first or second sentence. The last sentence may say it again in another way. Use **details** to write interesting sentences that support the main idea.



### Pattern

Choose words or phrases from the box to complete the organizer.

ice-skating

skiing

winter activities

ice skates

skis and boots

gloves

making snowmen

#### ★ Main Idea

• winter activities

#### ↳ Details (Activities)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### ↳ Details (Needs)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Discussion

 Ask and answer the questions with your partner.

1. There are many activities to do in which season?

☐ summer

☐ winter

☐ fall

☐ spring

2. What do people enjoy doing in winter?

☐ snowboarding

☐ hiking

☐ collecting bugs

☐ sailing

☐ playing soccer

☐ \_\_\_\_\_

3. What do people need to do these activities?

☐ sneakers

☐ goggles

☐ snowboards

☐ jar and net

☐ ball

☐ \_\_\_\_\_

 Share what your partner said with your class.

Your Partner's Name: \_\_\_\_\_

### ★ Main Idea

- There are many activities to do in \_\_\_\_\_.

### ↳ Detail (Activity)

- People enjoy \_\_\_\_\_  
in \_\_\_\_\_.

### ↳ Detail (Need)

- People need \_\_\_\_\_  
to do this activity.



# Word Wall

Group the words and phrases under the correct topics.

hiking  
swim cap

sailboat  
jet skiing

swimming  
gloves

hiking boots  
sailing

## Needs

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Activities

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

★ Practice Book page 4  
*Word Extension*

# Model

Read the model writing. Circle the main idea and underline the detail sentences that describe activities.

## Winter Activities

There are many activities to do in winter. My friends and I make big **snowmen** when it snows. We also have the most exciting snowball fights. We need warm coats and **mittens** to do these activities. There are other things to do, too. Many people enjoy skiing fast down a mountain. Other people enjoy sledding. They need **skis** and **sleds** to do these activities. Winter is a fun time for everyone.

mittens



snowman



sled



skis





 Answer the questions using the model writing.

1. What do the writer and her friends do in winter?

→ They \_\_\_\_\_ and \_\_\_\_\_ in winter.

2. What do they need to do these activities?


→ They need \_\_\_\_\_ and \_\_\_\_\_ to do these activities.

3. What other activities do people enjoy doing in winter?

→ Many people enjoy \_\_\_\_\_ and others enjoy \_\_\_\_\_.

4. What do they need to do these activities?

→ They need \_\_\_\_\_ and \_\_\_\_\_ to do these activities.

 Complete the organizer using the answers above.

