

## **Level D** (third grade)

As in Levels A and B, students are taught through drawing how to focus on a main idea. In Level C, it is taken to the next step. Students write descriptive sentences about each drawing. Students insert these sentences into a pre-written story frame.

Level D continues this comfortable format in Unit 1. This is done in an attempt to elicit students' prior knowledge if they have been instructed with "Teach Me Writing" in the past. It becomes a teaching tool for those students who are not familiar with the process of writing organized paragraphs.

The next three units, or 135 lessons of Level D, concentrate on exposing the students to different story settings and different types of introductions. Students are given the opportunity to expand stories through the use of transition words, emotion words, Vivid Vocabulary® and figurative language. As the students master the writing process, independent practice is provided.

The last section of Level D consists of 45 lessons. These are pre-written narrative and expository essays that focus on different conventions of writing. Students are taught how to edit.

"Teach Me Writing" is a **Researched-Based Curriculum** that is consistent with the requirements of Title 1.

### **Teacher Handbook includes:**

- over **220** days of lessons with instructions
- **black line master** for each lesson
- **transparencies** for Unit 1 and Conventions
- blank Writing Rectangle format for teacher adaptation
- **narrative webs/transparencies and expository outline**  
for teacher implementation
- bulletin board word lists
- **standards, benchmarks and assessment**

Last June, I had a terrific time with \_\_\_\_\_.

<p>First, I _____</p> <p>_____</p> <p>_____</p>	<p>Then, I _____</p> <p>_____</p> <p>_____</p>
<p>Next, I _____</p> <p>_____</p> <p>_____</p>	<p>Finally, I _____</p> <p>_____</p> <p>_____</p>

SAMPLE

When I went to \_\_\_\_\_  
with \_\_\_\_\_, I had a wonderful time.

## My Summer Vacation

During my summer vacation, I had a wonderful time with my family and friends. June, July and August were filled with exciting things to do.

Last June, I had a terrific time with \_\_\_\_\_

When July rolled around, I \_\_\_\_\_ with

When August finally arrived, I \_\_\_\_\_ with

As you can see, I had a wonderful time last summer. I did many things with my friends and family. June, July and August were very busy for me.

## Zoo Story

As we left the house that Saturday, the sun was straight overhead. The air was so hot that I found it hard to breathe. My family and I quickly got into the car and out of the heat. Our destination was the local zoo.

When we first arrived, we \_\_\_\_\_

Soon, we \_\_\_\_\_

Just before we went home, we \_\_\_\_\_

Our day at the zoo had been terrific. We enjoyed \_\_\_\_\_

and \_\_\_\_\_

What a wonderful way to spend the day together!

## Surprise Package

One Saturday, my parents left me with a baby-sitter while they went shopping. I was bored to tears watching reruns on T.V., when all of a sudden the door bell rang. By the time I got to the front door the person was gone, but on my front porch was this huge package. Quickly, I brought it inside.

SAMPLE

## It's Not What It Seems

Sometimes, I am very mischievous and get into a lot of trouble. Sometimes, I get into trouble without even trying. Often, I think trouble is my middle name.

I am in hot water when I \_\_\_\_\_

I am often up the creek without a paddle when \_\_\_\_\_

I am in the doghouse over \_\_\_\_\_

To sum it up, \_\_\_\_\_

Sometimes, it's like jumping from the frying pan into the fire.

## Inventors

In science, I have been learning about famous inventors. I learned that Benjamin Franklin invented electricity and that Alexander Graham Bell invented the telephone. I also learned that \_\_\_\_\_ invented the \_\_\_\_\_.

\_\_\_\_\_ All of these inventions make my life better.

To sum it up,

**Vocabulary Words: proud triumphant**

One of the happiest times I can remember was feeling proud of something that I had accomplished. I often feel proud when I have done a good deed. Being proud of myself is a fantastic feeling.

Once, I was proud when \_\_\_\_\_

Then, I felt triumphant when \_\_\_\_\_

I felt proud as a peacock when \_\_\_\_\_

First, I was proud when \_\_\_\_\_

Then, I felt triumphant when \_\_\_\_\_

Finally, I was bursting with pride when \_\_\_\_\_

Being proud of myself is a wonderful feeling.



**Topic: Magic Carpet Adventure**

**Introductions:**

**1. Describe the setting, include the time and the place.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Describe the main character.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Write a conversation between the main characters. Use quotation marks for their exact words.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Describe an action that is taking place.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Family Fun

families do a lot of things together. my family enjoys going to the beach, the park, and the circus. we have a lot of fun together.

my family has a lot of fun at the beach. we like to go swimming. in the water, we look for fish and shells. the water is as cold as ice. we also like to play in the sand. we use shovels and cups to build sand castles. we always have a wonderful time at the beach.

my family also has a great time at the park. when we are at the park, we like to fly a kite. we also enjoy playing on the playground. sometimes, we ride our bikes. going to the park is as much fun as a barrel full of monkeys.

finally, my family enjoys the circus. at the circus, we see many animals. we also see clowns and other circus performers. the clowns make us laugh. we eat a lot of food at the circus. we have a fantastic time watching the animals and the people perform at the circus.

having a good time with my family includes going to the beach, playing at the park, and watching a circus. my family enjoys doing things together. we have a fantastic time.

## Family Fun

(1) Families do a lot of things together. (2) My family enjoys going to the beach, the park, and the circus. (3) We have a lot of fun together.

(4) My family has a lot of fun at the beach. (5) We like to go swimming. (6) In the water, we look for fish and shells. (7) The water is as cold as ice. (8) We also like to play in the sand. (9) We use shovels and cups to build sand castles. (10) We also have a wonderful time in the beach.

(11) My family also has a great time at the park. (12) When we are at the park, we like to fly kites. (13) We also enjoy playing at the playground. (14) Sometimes, we ride our bikes. (15) Going to the Park is as much fun as a barrel full of monkeys.

(16) Finally, my family enjoys the circus. (17) At the circus, we see many animals. (18) We also see clowns and other circus performers. (19) The clowns make us laugh. (20) We eat a lot of food at the circus. (21) We have a fantastic time watching the animals and the people perform at the circus.

(22) Having a good time with my family includes going to the beach, playing at the park, and watching a circus. (23) My family enjoys doing things together. (24) We have a fantastic time.

1 What changes, if any, should be made in sentence 1?

- A Change *alot* to a lot
- B Add a comma after *things*
- C Change *together* to **Together**
- D Make no changes

2 What changes, if any, should be made to sentence 2?

- A Change *My* to **my**
- B Change *famile* to **family**
- C Change *going* to **gone**
- D Make no changes

3 What changes, if any, should be made to sentence 4?

- A Change *family* to **Family**
- B Change *fun* to **funny**
- C Change *beech* to **beach**
- D Make no changes

4 What changes, if any, should be made to sentence 5?

- A Change *We* to **we**
- B Add a comma after *go*
- C Change *swiming* to **swimming**
- D Make no changes

5 What changes, if any, should be made to sentence 9?

- A Change *We* to **we**
- B Add a comma after *shovels*
- C Change *kastles* to **castles**
- D Make no changes

6 What changes, if any, should be made to sentence 10?

- A Change *We* to **we**
- B Change *wonderful* to **wonderfull**
- C Change *into* to **at**
- D Make no change

7 What changes, if any, should be made to sentence 12?

- A Change *i* to **are**
- B Change *fly* to **flying**
- C Change *kites* to **Kites**
- D Make no changes

8 What changes, if any, should be made to sentence 15?

- A Change *Going* to **Gone**
- B Change *Park* to **park**
- C Add a comma after *fun*
- D Make no changes

9 What changes, if any, should be made to sentence 19?

- A Change *The* to **That**
- B Change *us* to **I**
- C Change *laff* to **laugh**
- D Make no changes

10 What changes, if any, should be made to sentence 23?

- A Change *family* to **families**
- B Change *doin* to **doing**
- C Add a comma after *things*
- D Make no changes

## Family Fun

Families do a lot of things together. My family enjoys going to the beach, the park, and the circus. We have a lot of fun together.

My family has a lot of fun at the beach. We like to go swimming. In the water, we look for fish and shells. The water is as cold as ice. We also like to play in the sand. We use shovels and cups to build sand castles. We always have a wonderful time at the beach.

My family also has a great time at the park. When we are at the park, we like to fly kites. We also enjoy playing on the playground. Sometimes, we ride our bikes. Going to the park is as much fun as a barrel full of monkeys.

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## Family Fun

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## Standards (Grades 3-5)

The student uses the writing process effectively.

The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

The student drafts and revises writing in cursive that

- focuses on the topic;
- has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- has ample development of supporting details;
- demonstrates a sense on completeness or wholeness;
- demonstrates a command of language including precision in word choice;
- generally has correct subject/verb agreement;
- generally has correct verb and noun forms;
- with few exceptions, has sentences that are complete, except when fragments are used purposefully;
- uses a variety of sentence structures; and
- generally follows the conventions of punctuation, capitalization, and spelling.

The student writes to communicate ideas and information effectively.

The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. (Descriptive, Personal, Procedural, Narrative, Fiction, Non-Fiction, Informative)

The student creates persuasive which incorporate powerful words and the three types of appeals are used effectively to promote the topic.

The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

The student understands the power of language.

The student understands the common features of a variety of literary forms.

The student writes an informal friendly letter using appropriate letter writing format.

The student writes book reports, informative compositions and poetry.