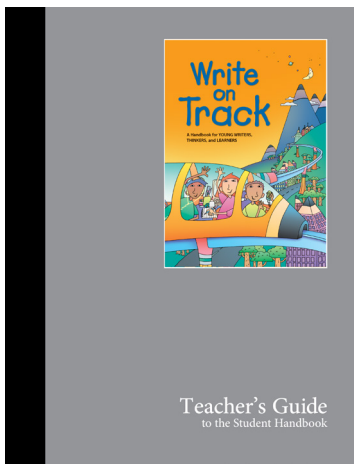
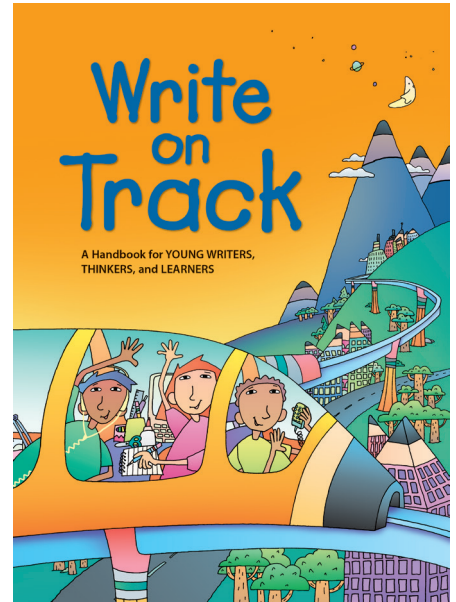


Welcome to the *Write on Track* Program!

Write on Track helps third graders become better writers, readers, test takers, and learners.

- The **Process of Writing** guides your students from prewriting to publication of a final document.
- The **Forms of Writing** help students write great essays, news stories, time-travel fantasies, and much more!
- The **Tools of Learning** help students improve reading, speaking, studying, test taking, and using technology.
- The **Proofreader's Guide** teaches punctuation, spelling, mechanics, usage, and grammar.
- The **Student Almanac** supports writing in English, math, science, and social studies!

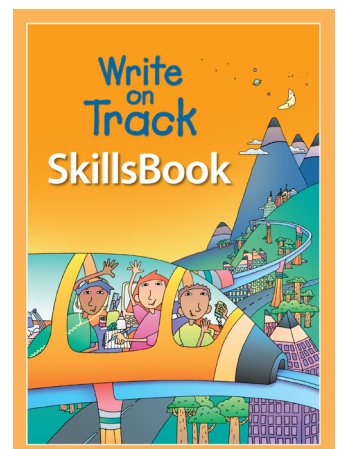


The free, online *Write on Track Teacher's Guide* leads you page by page through the student handbook. Check out k12.thoughtfullearning.com/WOTTG:

- Scope and Sequence
- Yearlong Timetable
- Getting-Started Activities
- Chapter-by-Chapter Guide to the Student Handbook
- Assessing Writing
- Activities and Handouts

The *Write on Track SkillsBook* overflows with fun language activities that help your students improve the correctness of their writing:

- Punctuation
- Mechanics
- Usage
- Spelling
- Sentences
- Grammar



Getting Started with *Write on Track*

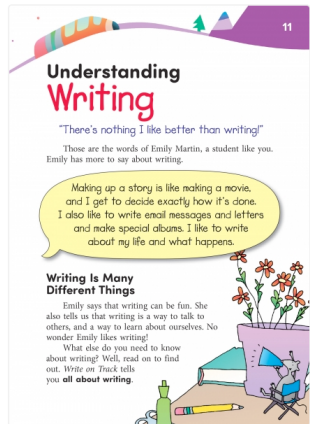
| Week | <i>Write on Track</i> Handbook or <i>SkillsBook</i> |
|------|--|
| 1 | <p>Getting-Started Activities</p> <p>Your First Week with the Handbook 3–9, 421–432</p> <p>Writing in Journals and Logs 65–69</p> <p>Skills Activities: Subjects and Predicates 48, 350–352</p> <ul style="list-style-type: none"> • SB 69–76 |
| 2 | <p>Understanding Writing 11–13</p> <p>One Writer's Process 14–17</p> <p>Skills Activities: Sentence Types and Kinds 353</p> <ul style="list-style-type: none"> • SB 77–84 |

Step 1 Go to the free *Teacher's Guide* k12.thoughtfulllearning.com/WOTTG.

- Select the suggested **Yearlong Timetable** to see what you'll be teaching.
- Select **Getting-Started Activities** to introduce the program.

Step 2 Select the chapter you want to teach, such as “Understanding Writing”

- Read the **Start-Up Activity** and **Think About It** quotation.
- Note the **Common Core State Standards** you are teaching.
- Follow the **page-by-page guidelines** for teaching the material.
- Use **download activities, minilessons, additional models, more topics, and many more resources.**



Start-Up Activity

Lucy Calkins states, “The reason so many of us care so much about the teaching of reading and writing is that when we give the children the words they need, we are giving them life and growth.” *Write on Track*, starting with this chapter, helps students live and grow as writers.

Ask students to describe some of their favorite pieces of writing and/or have them bring these pieces to class to share. Then have them complete this sentence starter: *To me, writing is . . .*

Next, read aloud page 11. Have students compare their feelings about writing with those expressed by Emily in the introduction.

Think About It

“It’s never perfect when I write it the first time, or the second time, or the fifth time. But it always gets better as I go over it and over it.”
—Jane Yolen


Name _____

Simple and Compound Sentences 1

- A **simple sentence** has one main thought.
You have two eyes.
- A **compound sentence** is two simple sentences joined by a comma and a connecting word (such as *and*, *but*, or *so*).
You have two eyes, and they both see the same thing.

1 Carefully read the following sentences. Write an **S** in the blank for each simple sentence and a **C** for each compound

Handbook Link



Step 3 Integrate *SkillsBook* activities with authentic student writing.

- Assign skills activities from the *Write on Track SkillsBook* as shown in the Yearlong Timetable.
- Have students immediately apply their learning to their current and future compositions.

Step 4 Assess writing using **checklists, peer-response sheets, rubrics, and sample assessments.**

- Prepare students for success on **high-stakes writing assessments.**