

Attainment's Writing with Purpose



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Illustrated by Anthony Zammit

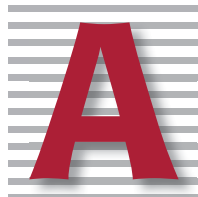
Writing with Purpose

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1

What Is Writing?



Lesson 1: *Why We Write*

To write means to:

Several ways I write are:

I rely most on this type of writing:



Writing Survey

Directions: Circle your best response in each line below.

1. I write every day.	I write some days.	I never write.
2. I like writing.	I don't care about writing.	I don't like writing.
3. I am a good writer.	I am an OK writer.	I have a hard time writing.
4. I can write without help.	I need some help with writing.	I need lots of help with writing.
5. My handwriting is easy to read.	My handwriting is hard to read.	I only use typing to write.
6. I understand writing is important.	I never think about writing.	I don't care about writing.

Answer true or false to the following statements.

1. It is important to know how to write.	True	False
2. Writing is useful at home, at school, and in the community.	True	False
3. A person can learn how to write better.	True	False
4. I want to learn to be a better writer.	True	False

Lesson 2: *What I Know about Writing*

Categorize ideas and what you know about writing on this chart. Use any ideas the class has mentioned.

Writing Explored
Types of Writing <hr/> <hr/> <hr/>
Skills Needed <hr/> <hr/> <hr/>
People Who Write <hr/> <hr/> <hr/>
Tools <hr/> <hr/> <hr/>
Related Action Words (Verbs) <hr/> <hr/> <hr/>

Lesson 3: *Writing As a Form of Communication*

Think • Say • Write

- ▷ Remember! Your thoughts can be spoken and your spoken words can be written!
- ▷ Written words are powerful and long-lasting!

1. Think

Take a moment. **Think** about the last meal you ate. For now, just think about it. Think about...

- | | |
|---------------------|------------------|
| ▷ What you ate | ▷ Where you were |
| ▷ How it tasted | ▷ What you drank |
| ▷ Who you were with | ▷ How you felt |

2. Say

Now, turn to your partner. **Tell** him or her all about your last meal. Use descriptive words to tell everything you can.

3. Write

Now **write** about your meal in the space below. Ask for help if you need someone to write while you dictate the words.

Lesson 4: *Planning*

Know the Purpose

Pretend the following are directions for a writing task. Read each direction. Then underline the word that tells you the action you are to do. Circle any words that are clues to the purpose of the writing.

✓ Check the purpose in the row below each direction.

Compare a donkey and a horse.

<input type="radio"/> Sequence	<input type="radio"/> Describe	<input type="radio"/> Compare	<input type="radio"/> Cause/Effect	<input type="radio"/> Problem/Solution	<input type="radio"/> Persuade
--------------------------------	--------------------------------	-------------------------------	------------------------------------	--	--------------------------------

Write what would you say to your parents to convince them to buy you a new bike?

<input type="radio"/> Sequence	<input type="radio"/> Describe	<input type="radio"/> Compare	<input type="radio"/> Cause/Effect	<input type="radio"/> Problem/Solution	<input type="radio"/> Persuade
--------------------------------	--------------------------------	-------------------------------	------------------------------------	--	--------------------------------

Write the steps to buying a product on e-Bay?

<input type="radio"/> Sequence	<input type="radio"/> Describe	<input type="radio"/> Compare	<input type="radio"/> Cause/Effect	<input type="radio"/> Problem/Solution	<input type="radio"/> Persuade
--------------------------------	--------------------------------	-------------------------------	------------------------------------	--	--------------------------------

Describe what led to the pollution in the lake?

<input type="radio"/> Sequence	<input type="radio"/> Describe	<input type="radio"/> Compare	<input type="radio"/> Cause/Effect	<input type="radio"/> Problem/Solution	<input type="radio"/> Persuade
--------------------------------	--------------------------------	-------------------------------	------------------------------------	--	--------------------------------

Explain what you could do to solve the garbage problem.

<input type="radio"/> Sequence	<input type="radio"/> Describe	<input type="radio"/> Compare	<input type="radio"/> Cause/Effect	<input type="radio"/> Problem/Solution	<input type="radio"/> Persuade
--------------------------------	--------------------------------	-------------------------------	------------------------------------	--	--------------------------------

Tell what features you like about summer.

<input type="radio"/> Sequence	<input type="radio"/> Describe	<input type="radio"/> Compare	<input type="radio"/> Cause/Effect	<input type="radio"/> Problem/Solution	<input type="radio"/> Persuade
--------------------------------	--------------------------------	-------------------------------	------------------------------------	--	--------------------------------

Now, find a direction in a classroom assignment for each purpose of writing. Write the direction on the lines below. Underline the word that tells you the action and circle any words that are clues to the purpose of the writing.

Sequence:

Describe:

Compare:

Cause/Effect:

Problem/Solution:

Persuade:

Lesson 5: *Writing and Reviewing*

1. Plan

- You already know how to use the writing process.
- You already know how to Plan, Write, and Review. Just think about it!

First...

Tell at least three things you have ever planned:

1. _____
2. _____
3. _____

Next...

Draw a picture of a plan or a map. Or draw a picture of anything you have ever organized (like your closet).



2. Write

Pretend you are writing a note to your friend about where to meet at the mall.

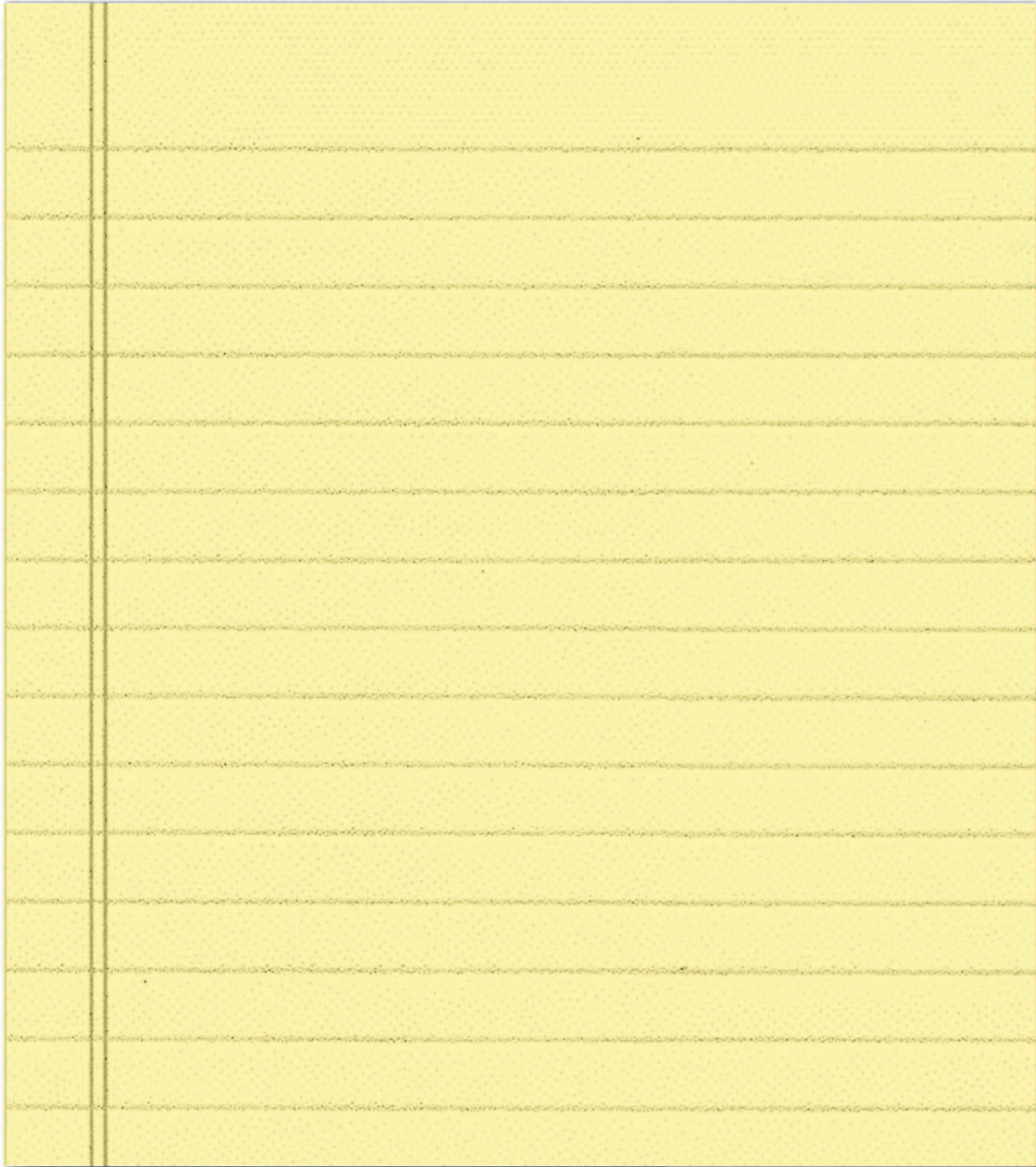
Write the note here.

A large yellow notepad with horizontal lines and a vertical margin line on the left side. The notepad is positioned in the center of the page, below the instructions. It has a soft shadow to its right, giving it a three-dimensional appearance. The lines are light green, and the margin line is a slightly darker green.

3. Review

Now go back and read your note to a partner. Does the note have enough information? Do you need to make changes?

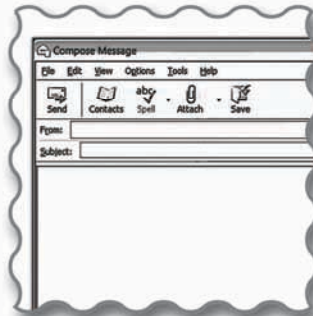
Make changes if needed. **Write** your final note here.

A large, blank, yellow notepad with horizontal ruling lines and a vertical margin line on the left side. The notepad is positioned centrally within the worksheet's decorative border.

See how easy the writing process is?

2

Sequential Writing

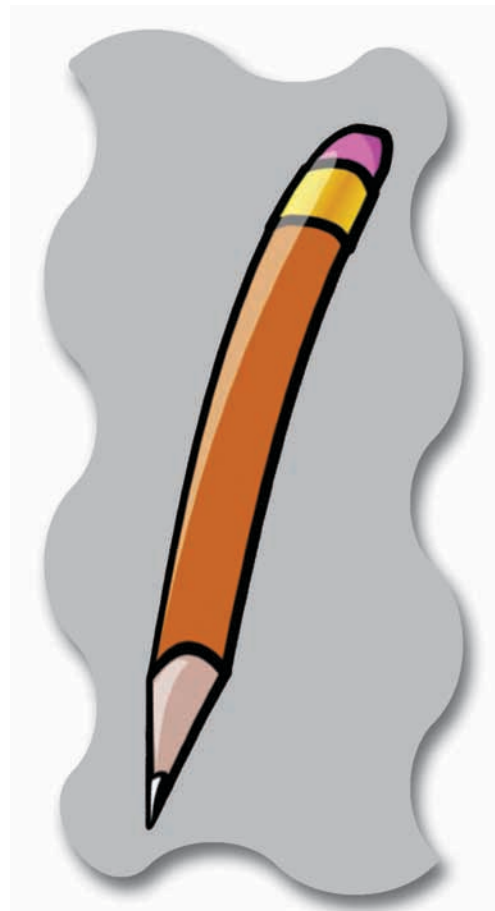


Lesson 1: *What Is Writing to Sequence?*

1. Plan

To sequence means to

List words that help you tell a sequence, an order, or steps in a procedure.



Next... Choose one of these activities.

- How to make a chocolate shake
- How to make a frozen pizza
- How to start a car
- How to find information on the web
- How to make macaroni and cheese
- How to make a call on a cell phone

Use steps to tell a sequence. Pretend you will **tell** a friend how to do the activity you chose. Use the graphic organizer to **organize** the sequence of steps. Be certain you give a complete sequence. Visualize in your mind the steps you need to take. Draw pictures on the right-hand side if it helps.

Sequence in Steps

Step 1

Step 2

Step 3

Step 4

Step 5

2. Write

- Now take the information in your plan and **write** the sequence in steps using complete sentences.
- **Talk** through your writing as you go, if needed.

This image shows a single page from a notebook or ledger. It features approximately 20 evenly spaced horizontal blue lines across its entire width. The margins are consistent on all sides, providing ample space for writing or drawing. There is no handwriting or other markings present on the page.

3. Review

- **Read** your step-by-step sequence out loud to another person. Make any changes you want after you read it aloud.
- Use the *Review Guide* to **check** your writing. Make revisions if you need to.

Review Guide



Check off each writing task when finished.



I wrote for the right purpose.

What is the purpose of this writing assignment?

Circle one.

Write a Description

Tell a Sequence

Compare Two or More Items



I used words related to the purpose.

These are the words I used that relate to the purpose:



I followed the action word of the direction.

What word told me the action?



I used the graphic organizer to help me write.



I have a topic sentence or a main idea sentence.

That sentence is _____



I have several supporting details.



Each sentence is complete.



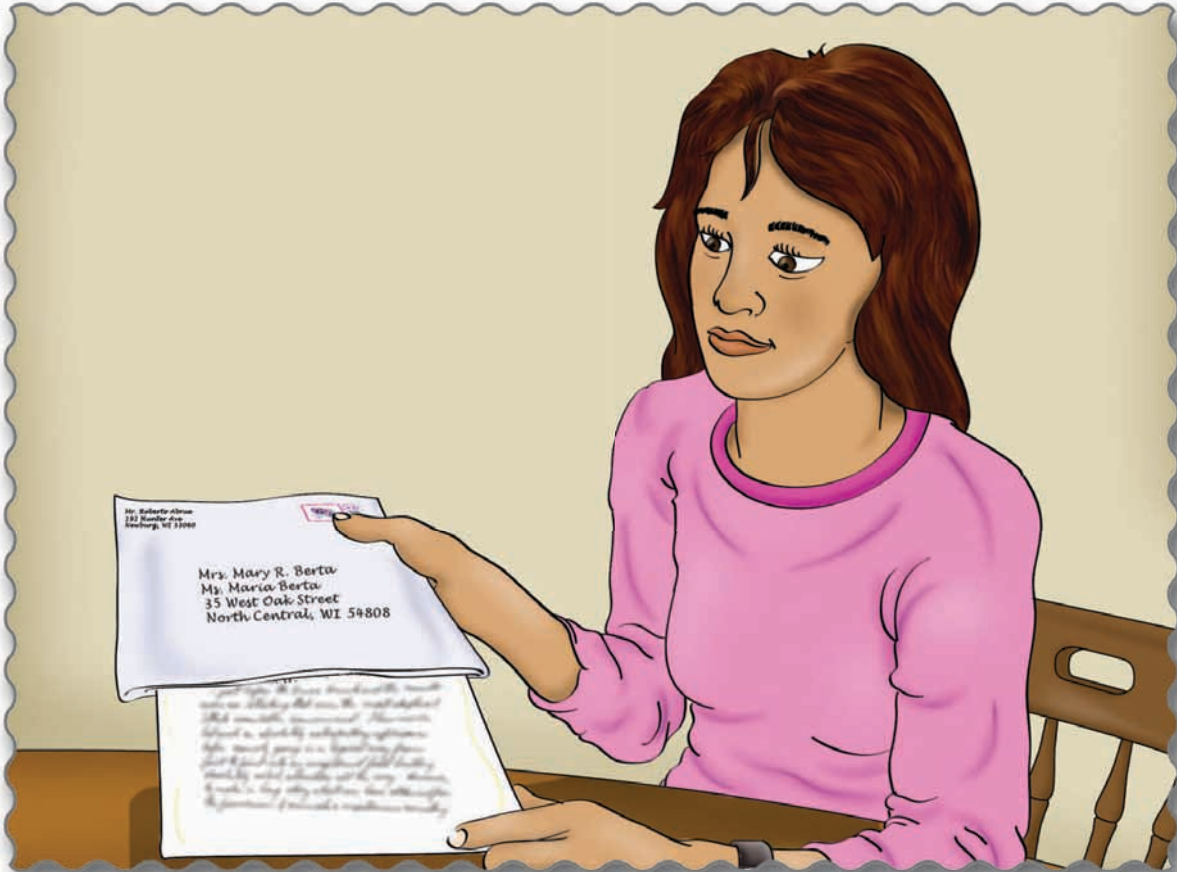
Each sentence starts with a capital letter and ends with the correct punctuation.



I have followed spelling and grammar rules.

I learned these new words in this lesson:

Lesson 2: *Letter Home*



Situation: You are staying with your grandparents for the summer. You have just returned from a fun camping trip with your cousins and your grandparents and you want to write home about it.

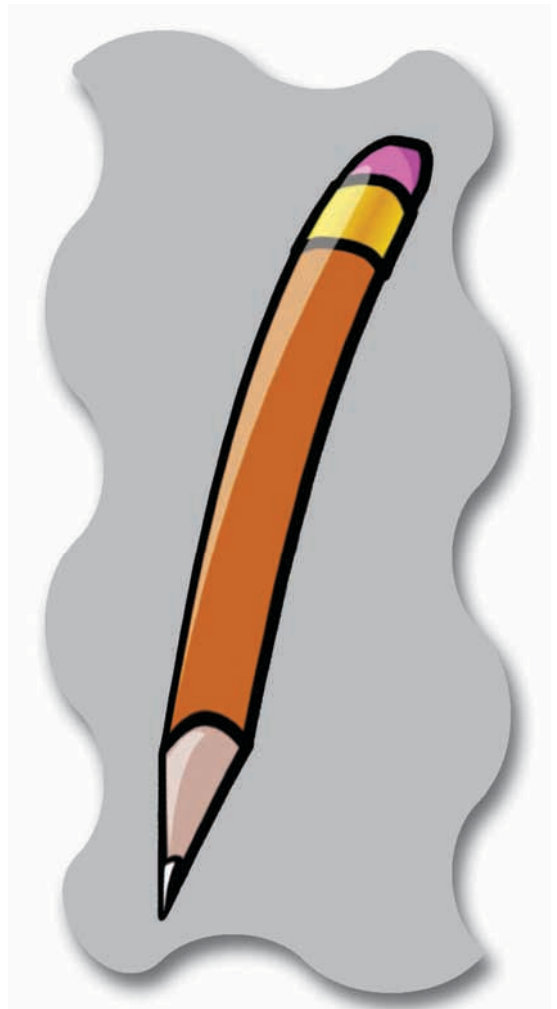
Goal: Write a letter to your parents telling them in sequence about the camping trip.

1. Plan

First...

Think about words you might use to describe the camping adventure.

List camping words and any sequence words that might help organize your letter.

[illegible]

Next...

Use time words to help you tell a sequence. Pretend you are writing home about the camping trip. Use the graphic organizer to **organize** the sequence of camping activities when you were camping. Add pictures on the right-hand side if you'd like.

Sequence in Time

At first,



Then,



Then,



Finally

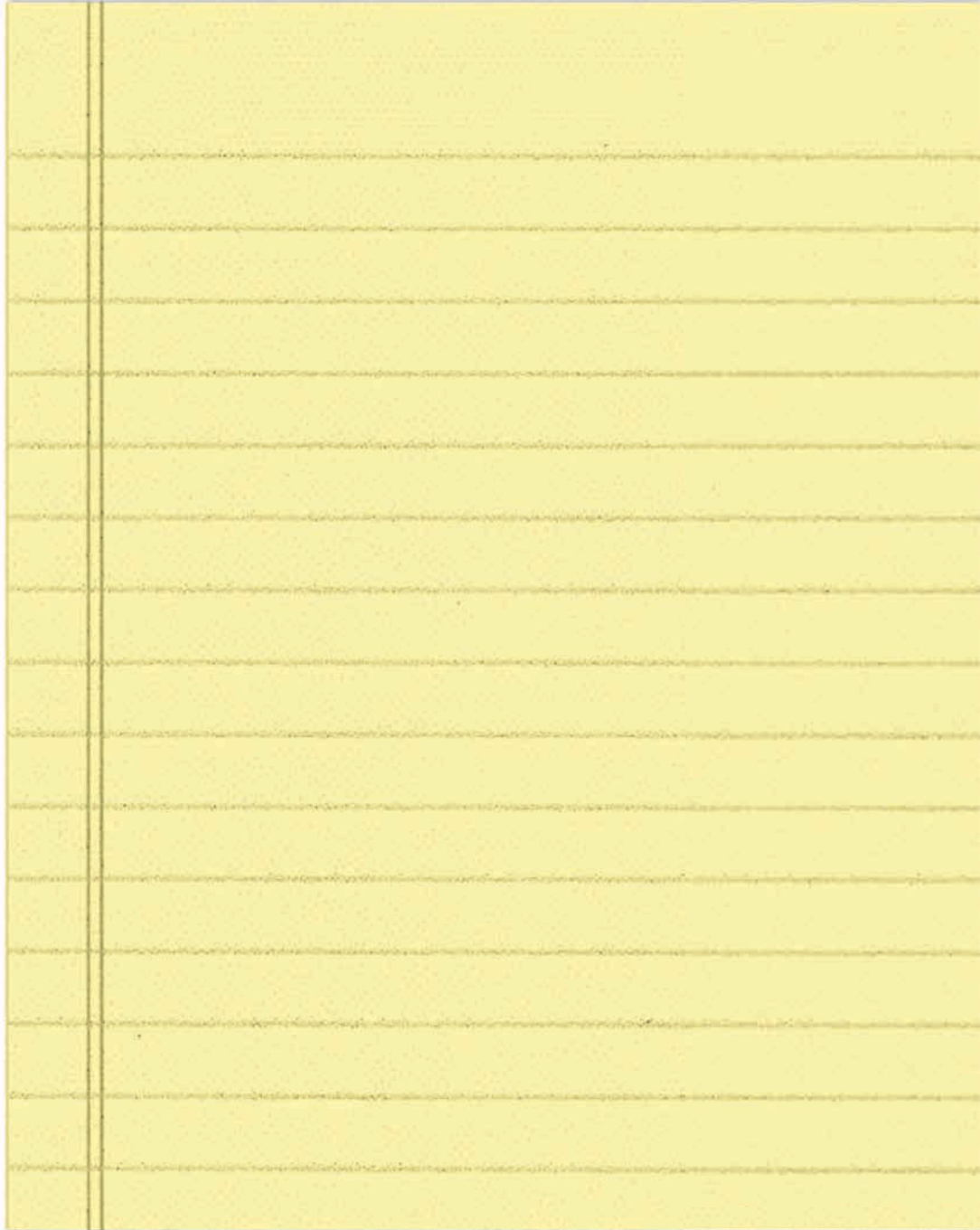


When it ended,



2. Write

- Take the information in your plan and **write** a letter to tell about your weekend.
- **Talk** through your writing as you write, if needed.



3. Review

- **Read** your step-by-step sequence out loud to another person. Make any changes you want after you read it aloud.
- Use the *Review Guide* to **check** your writing. Make revisions if you need to.

Review Guide



Check off each writing task when finished.



I wrote for the right purpose.

What is the purpose of this writing assignment?

Circle one.

Write a Description

Tell a Sequence

Compare Two or More Items



I used words related to the purpose.

These are the words I used that relate to the purpose:



I followed the action word of the direction.

What word told me the action?



I used the graphic organizer to help me write.



I have a topic sentence or a main idea sentence.

That sentence is _____



I have several supporting details.



Each sentence is complete.



Each sentence starts with a capital letter and ends with the correct punctuation.



I have followed spelling and grammar rules.

I learned these new words in this lesson:

Lesson 3: *Study Tips Email*



Situation: Your friend is a horrible speller and is having trouble taking spelling tests. You talked about it on the bus, but when you got home you decided to send her an email about how you study spelling words and prepare for a spelling test.

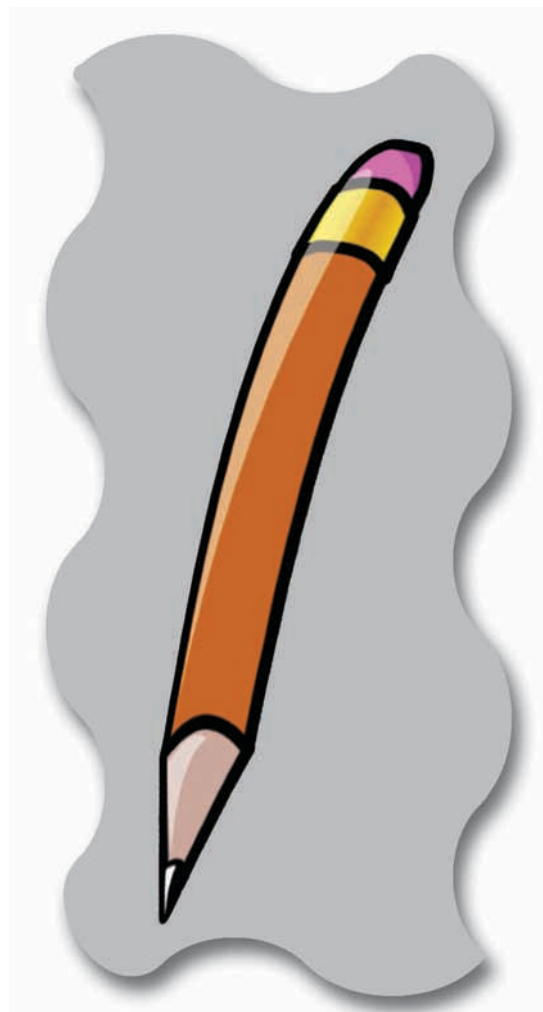
Goal: Write an email to your friend to tell how you prepare for a spelling test.

1. Plan

First...

Think about words that might describe the steps in how you study.

List the words here.

[illegible]

Next...

Use the graphic organizer to **organize** your email and your steps for studying. Be certain you give a complete sequence. Tell another person about the sequence. Add pictures on the right-hand side if you'd like.

Sequence in Steps

Step 1

Step 2

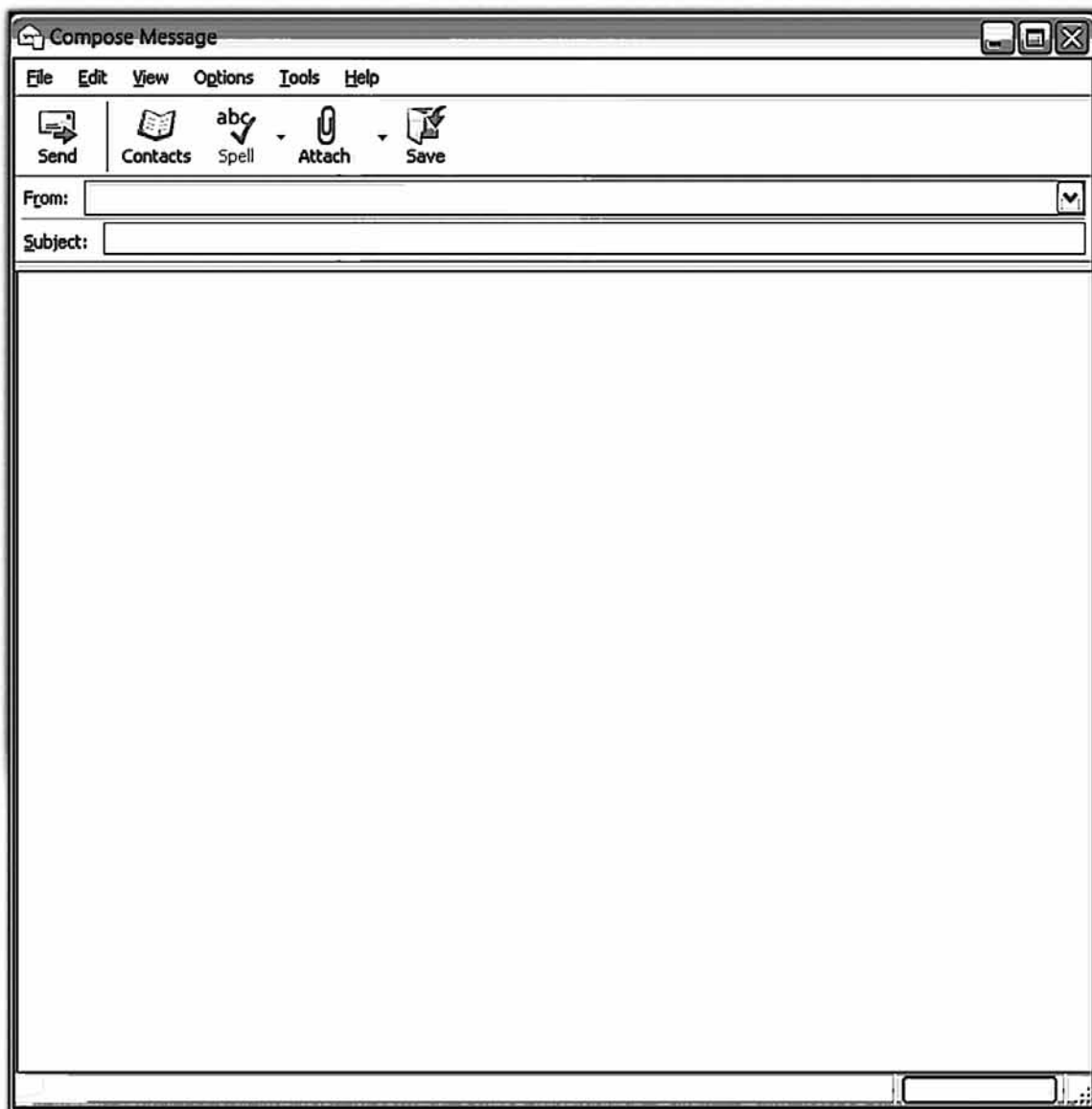
Step 3

Step 4

Step 5

2. Write

- ▷ Take the information in your plan and **write** an email to tell about your study steps.
- ▷ **Talk** through your writing as you go, if needed.



3. Review

- ▷ **Read** your email out loud to another person.
- ▷ Use the *Review Guide* to **check** your writing. Make revisions if you need to.

Review Guide

 Check off each writing task when finished.

▷ **I wrote for the right purpose.**

What is the purpose of this writing assignment?

Circle one.

Write a Description

Tell a Sequence

Compare Two or More Items

▷ **I used words related to the purpose.**

These are the words I used that relate to the purpose:

▷ **I followed the action word of the direction.**

What word told me the action?

▷ **I used the graphic organizer to help me write.**

▷ **I have a topic sentence or a main idea sentence.**

That sentence is _____

▷ **I have several supporting details.**

▷ **Each sentence is complete.**

▷ **Each sentence starts with a capital letter and ends with the correct punctuation.**

▷ **I have followed spelling and grammar rules.**

I learned these new words in this lesson:

Lesson 4: *Writing a Note*



Situation: Your older sister has agreed to return an item to a store for you.

Goal: Write a note to your sister telling what you need her to do for you.

1. Plan

First...

Think about words that will help you sequence the steps for returning the item to the store.

List the words here.

[illegible]