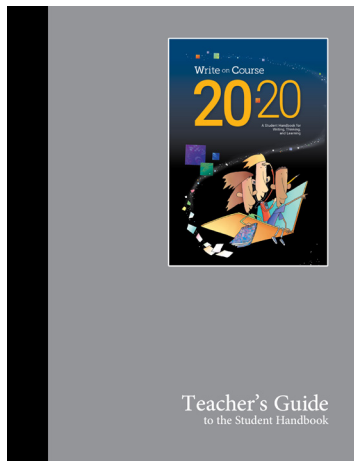
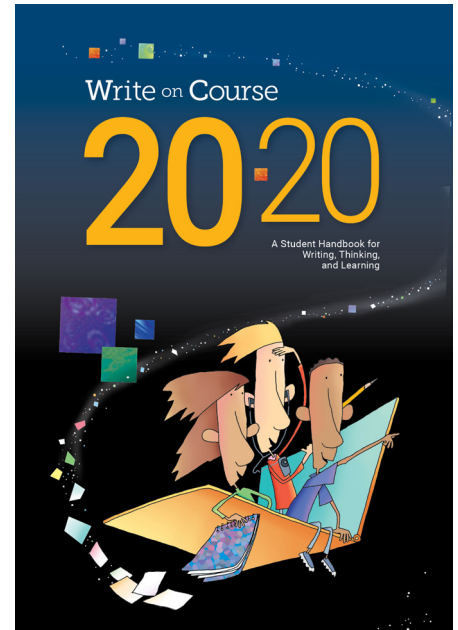


Welcome to the *Write on Course 20-20* Program!

Write on Course 20-20 is the perfect resource to help 6th, 7th, and 8th grade students become better writers, readers, test takers, and learners. This student handbook has five major sections.

- The **Process of Writing** guides students from prewriting to publishing.
- The **Forms of Writing** help students write effective essays, reports, stories, poems, and more.
- The **Tools of Learning** help students study, read, listen, speak, and take tests.
- The **Proofreader's Guide** teaches punctuation, capitalization, spelling, and grammar.
- The **Student Almanac** helps students use the handbook in English, science, social studies, and math!



The free, online *Write on Course 20-20 Teacher's Guide* leads you page by page through the student handbook. Check out k12.thoughtfullearning.com/WOCTG:

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

The *Write on Course 20-20 SkillsBooks* for grades 6, 7, and 8 overflow 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 Course 20-20*

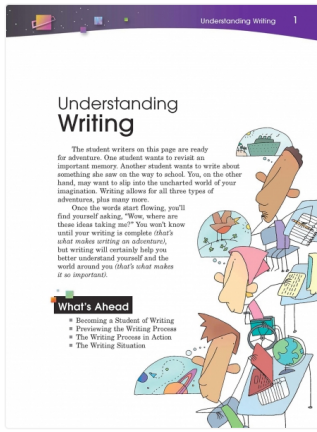
Week	<i>Write on Course 20-20 Handbook or SkillsBook</i>
1	<p>Getting Started Activities</p> <p>Why Write? xii–xiii</p> <p>Writing in Journals 129–134</p>
2	<p>Understanding Writing 1–6</p> <p>One Writer's Process 7–16</p> <p>Creating Sentences 79–90</p> <p>Conventions: Sentence Basics 80–81, 526–530</p> <ul style="list-style-type: none"> • SB6 63–80 • SB7 69–86 • SB8 65–82

Step 1 Go to the free *Teacher's Guide* k12.thoughtfullearning.com/WOCTG.

- 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

Have students think of three of their favorite pieces of their own writing. Then have them write a sentence for each one: *In social studies, I wrote a report about...* Next, read aloud the introductory text for this chapter. Follow up by having students identify each of the pieces they listed as either revisiting a memory, describing someone or something, creating an imaginary world (story, poem), or sharing information. Discuss how their writing could be considered a type of adventure.

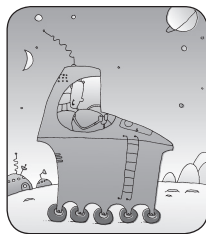
Think About It

"Writing for me is a voyage, an odyssey, a discovery, because I'm never certain of precisely what I will find."

—Gabriel Fielding

Types of Sentences 1

Skilled writers vary the lengths of their sentences. Using too many short sentences makes writing choppy; however, using too many long sentences can make writing confusing. When you write, try to mix **simple, compound, complex, and compound-complex** sentences to achieve variety and clarity. (See 529.3–530.3 in *Write on Course 20-20* for more on types of sentences.)



Examples

Simple Sentence:

- Mateo and Maria love in-line skating.

Compound Sentence:

- They play on a roller-hockey team, and they enjoy the competition.

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

- Assign skills activities from *SkillsBook* **6, 7, or 8** as shown in the Yearlong Timetable.
- Have students immediately apply their learning in 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.**