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Introduction

Daily Writing Warm-ups provides teachers and students with the tools necessary to make writing improvement easy. Use this resource to reinforce writing skills and show children how to apply that information to enhance their own writing performance. The skills and strategies in this book are presented in a systematic format and provide means for direct application. Plan for students to complete the reproducibles in the order that they appear so that the students can benefit from the spiraling scope and sequence. This resource provides a warm-up for almost every day of the school year!

Each Writing Warm-up has the same format in order to help you quickly identify areas of need and success. For example, if a student consistently makes errors on #3 on every page, you immediately know that the student needs more help with vocabulary development.

FORMAT FOR EVERY WRITING WARM-UP	
Number	Objective
1	Parts of Speech
2	Editing (spelling and mechanics)
3	Enriched Vocabulary
4	Revising (word choice and verb tense)
5	Organization
6	Content
Quickwrite	Application of All Skills

NATIONAL STANDARDS

Daily Writing Warm-ups helps you reinforce standards set by the National Council of Teachers of English at the beginning of every single writing lesson, every single day. It will also give students the opportunity to do the following:

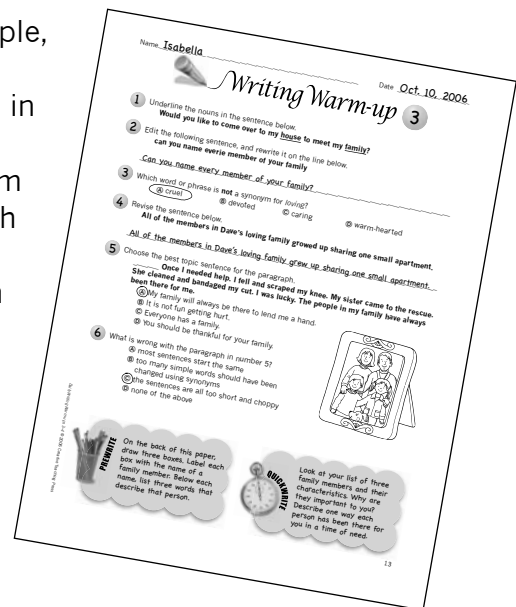
- Apply knowledge of language structure and conventions of print to convey ideas effectively.
- Use written language to communicate to a variety of audiences and for different purposes.
- Accomplish their own purpose through written language.

SPECIAL FEATURES

The format for *Daily Writing Warm-ups* is simple, yet the organization is highly structured.

The following additional features are included in this resource:

- Standards-based skills are scaffolded from one Writing Warm-up to another. Each lesson builds upon prior learning.
- The order of the questions leads from skills to strategies. For example, students will practice using proper mechanics (e.g., punctuation) in the editing exercise before moving on to the revising exercise in which students practice word choice and sentence structure.
- The quizzes are structured and build on one another throughout the book.
- A variety of writing purposes are included (e.g., narrative, descriptive, compare/contrast).
- Each Writing Warm-up is created around a topic to help provide background knowledge necessary for successful writing.
- Students document their progress by skill categories that are listed in the Scope and Sequence (pages 6–7).
- Both standardized test formats and open-ended questions are provided to reach and teach every learner.



FACTORS FOR STUDENT SUCCESS

The key factors for student success are daily practice, strategic teaching at teachable moments, and opportunities to share ideas and answers during grading. Enjoy using this book! You will know that you are providing explicit, systematic writing instruction on a daily basis.

Getting Started

WARMING UP

For each student, photocopy the Writing Warm-ups and Quickwrite form (page 9) in advance and bind them together in a three-ring binder. Photocopy and bind one section at a time. Remember to photocopy the quizzes separately, and set those aside for use as needed.

Every day, begin the writing session by having students take out their binder. Refer to the Scope and Sequence on pages 6–7, and discuss with students the objectives of that day’s Writing Warm-ups sheet. Then let them begin the warm-up for that day. When the class is finished, review the answers and expand on any teachable moments that arise.

Writing Warm-up	Parts of Speech 1	Editing 2	Enriched Vocabulary 3	Revising 4
1-9	nouns	spelling, capitals & ending punctuation	identify synonyms & antonyms	apply word usage & enriched vocabulary
10-18	verbs	all of the above & contractions	identify synonyms & antonyms	apply word usage & enriched vocabulary
19-27	nouns & verbs	all of the above & commas in a list	identify synonyms & antonyms	all of the above & match tenses
28-36	pronouns	all of the above & homophones	identify synonyms & antonyms	all of the above & pronoun match
37-45	nouns & pronouns	review all of the above & homophones	identify synonyms & antonyms	all of the above & pronoun match

ABOUT THE QUICKWRITES

At the end of each Writing Warm-up page, there is a short writing prompt designed to provide direct application of the skills and strategies in authentic writing. Stress the importance of the Quickwrites so that students understand the necessity for reinforcing the skills they have practiced.

QUIZZES AND GRADING

At the completion of every nine warm-up sheets, administer the appropriate quiz. Record that grade in your grade book. Because of time constraints, it may not be possible to grade every Quickwrite, so periodically ask students to turn one in. Grade their papers and return them promptly. Refer to the Quickwrite Rubric on page 10 for assistance in scoring student writing.

Lisa's Progress Record

WRITING WARM-UP	NUMBER OF ITEM							
	1. Punctuation	2. Editing	3. Enriched Vocabulary	4. Spelling	5. Organization	6. Content	7. Creativity	
1	✓			✓				2
2		✓		✓	✓			3
3			✓	✓				2
4								

KEEPING TRACK OF PROGRESS

Have students keep track of their own progress once they are familiar with the structure and routine of the warm-ups. Give them a copy of the Progress Record (page 8) to encourage students to take on the responsibility and ownership of their learning. Have students put a checkmark in the appropriate box for each incorrect item and a score for each Quickwrite that is graded. Collect the form every two weeks to monitor whether or not students are mastering the objectives. Refer to the Scope and Sequence to plan accordingly when reteaching a skill is necessary.

Scope and Sequence

Writing Warm-up	Parts of Speech 1	Editing 2	Enriched Vocabulary 3	Revising 4
1-9	nouns	spelling, capitals & ending punctuation	identify synonyms & antonyms	apply word usage & enriched vocabulary
10-18	verbs	all of the above & contractions	identify synonyms & antonyms	apply word usage & enriched vocabulary
19-27	nouns & verbs	all of the above & commas in a list	identify synonyms & antonyms	all of the above & match tenses
28-36	pronouns	all of the above & homophones	identify synonyms & antonyms	all of the above & pronoun match
37-45	nouns & pronouns	review all of the above & homophones	identify synonyms & antonyms	all of the above & pronoun match
46-54	adjectives	review all of the above	identify synonyms & antonyms	review all of the above
55-63	nouns & adjectives	review all of the above	write three synonyms	review all of the above
64-72	adverbs	review all of the above	write three synonyms	review all of the above
73-81	conjunctions	review all of the above & comma before conjunctions	write one synonym & one antonym	review all of the above & enriched vocabulary
82-90	prepositions	review all of the above	good vs. well	review all of the above & write correct conjunction
91-99	review all of the above	review all of the above	bad vs. badly less vs. fewer	review all of the above

Scope and Sequence

Writing Warm-up	Organization 5	Content 6	Quickwrite
1-9	identify best topic sentence	identify problem with the paragraph	All About Me
10-18	identify best topic sentence	identify problem with the paragraph	If Given the Chance
19-27	identify best concluding sentence	identify problem with the paragraph	Yum! Yum!
28-36	identify best concluding sentence	identify problem with the paragraph	Never Say Never
37-45	identify sentence out of sequence	identify detail that does not support topic sentence	Give Me Five!
46-54	identify sentence out of sequence	identify detail that best supports topic sentence	This or That?
55-63	identify best sentence sequence	identify sentence that shows giving own advice	Advice Column
64-72	identify best sentence sequence	identify specific point of view	A Day in the Life
73-81	identify sentences to combine with conjunction	identify sentence not relevant to the topic	Thinking of Others
82-90	identify best use of enriched vocabulary	identify sentence with the most positive tone	So Many Similes
91-99	write a topic sentence	identify biggest content problem	Interpreter Needed!

_____’s Progress Record

		NUMBERED ITEM						
		1 Parts of Speech	2 Editing	3 Enriched Vocabulary	4 Revising	5 Organization	6 Content	Quickwrite
WRITING WARM-UP #								

QUICKWRITE RUBRIC					
Objective	Criteria				Value
	1	2	3	4	
Parts of Speech	many parts of speech were misused	some parts of speech were misused	few parts of speech were misused	no parts of speech were misused	_____
Mechanics	many errors with spelling, capitalization, and punctuation	some errors with spelling, capitalization, and punctuation	few errors with spelling, capitalization, and punctuation	no errors with spelling, capitalization, or punctuation	_____
Enriched Vocabulary	writing contains slang and many basic words	writing contains some basic words such as <i>good</i> and <i>nice</i>	writing contains several descriptive words	writing contains rich, descriptive vocabulary	_____
Sentence Structure	no sentence variation; short, choppy sentences; many run-ons or fragments; mixed tenses throughout	some sentence variation, some simple sentences should be combined, 1–2 run-ons or fragments, tenses change 1–2 times	variety of sentence starters, complex sentences used, all sentences are complete, tenses used are consistent	creative variety of sentence starters, advanced sentence structure (colons, semicolons), consistent use of tenses contribute to clarity/style	_____
Organization	no sequence, ideas jump around, topic or concluding sentence missing, no use of details	sequence shows some sense of logic, topic or concluding sentence is not related to main idea, limited use of details	sequence is logical, topic and concluding sentence relate to main idea, details support topic	effective sequencing enhances writing, topic sentence is inviting, concluding sentence demonstrates closure, thoughtful placement of quality details	_____
Content	drifted off topic many times, majority of information is irrelevant, written for wrong audience	drifted off topic 1–2 times, 1–2 pieces of irrelevant information, voice shifts between different audiences	stayed on topic, all information is relevant, correct voice for intended audience	all parts of topic are addressed, relevant information demonstrates insight or goes beyond the obvious, voice enhanced the writing	_____

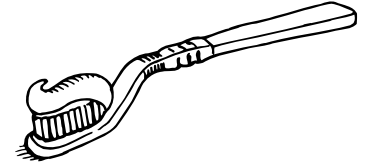


Writing Warm-up

1

- 1 Underline the nouns in the sentence below.
She woke up, made her bed, and then brushed her teeth.

- 2 Edit the following sentence, and rewrite it on the line below.
did you remember to hang your towel on the bar
-



- 3 Which word is **not** a synonym for *large*?
 Ⓐ enormous Ⓑ massive Ⓒ gigantic Ⓓ tiny

- 4 Revise the sentence below.
She packed a large lunch, but she didn't eat one biting at school.
-

- 5 Choose the best topic sentence for the paragraph.
 _____ **I can already write funny stories. Many people are also surprised to see how well I can throw a football. Perhaps they are surprised because I'm only eight years old. In a short time, I have accomplished many things.**

- Ⓐ I am good at many things.
 Ⓑ Sometimes I surprise people by what I can already do.
 Ⓒ Even though I'm young, I am very smart.
 Ⓓ One should never underestimate what a child can do.

- 6 What is wrong with the paragraph in number 5?
 Ⓐ most sentences start the same
 Ⓑ too many simple words should have been changed using synonyms
 Ⓒ the sentences are all too short and choppy
 Ⓓ none of the above



PREWRITE

On the back of this paper, draw six boxes with arrows pointing from one box to the next. Inside the boxes, write the first six things you do every morning in order.



QUICKWRITE

Describe your typical morning routine before arriving at school. Use the sequence of events you listed on the back to get started.



Writing Warm-up 2

- 1 Underline the nouns in the sentence below.
My favorite character in the book was funny, generous, and honest.

- 2 Edit the following sentence, and rewrite it on the line below.
i remember the title, but what was that story about

- 3 Which word is **not** a synonym for *nice*?
 Ⓐ likable Ⓑ friendly Ⓒ cordial Ⓓ funny

- 4 Revise the sentence below.
My little sister is not nice to me, because sometimes she bits me to get her way.

- 5 Choose the best topic sentence for the paragraph.
_____ Some people are honest. Some people are trustworthy. Some people are generous with their time and money. Some people can be described as having positive personality traits.
 - Ⓐ Honesty is an important personality trait.
 - Ⓑ People like to spend time around others who are trustworthy.
 - Ⓒ Intelligence is not a personality trait.
 - Ⓓ Personality traits describe a person's overall character and behavior.

- 6 What is wrong with the paragraph in number 5?
 - Ⓐ most sentences start the same
 - Ⓑ too many simple words should have been changed using synonyms
 - Ⓒ the sentences are all too short and choppy
 - Ⓓ none of the above



PREWRITE

On the back of this paper, draw three boxes. Label each box with a positive personality trait that describes you.



QUICKWRITE

Look at the three traits that you listed. Write a paragraph describing your three best personality traits. Include a specific example for each trait.