

# Table of Contents

Introduction . . . . .	3
Getting Started . . . . .	5
Scope and Sequence . . . . .	6
Progress Record . . . . .	8
Quickwrite Form . . . . .	9
Quickwrite Rubric . . . . .	10
Writing Warm-ups 1–9 . . . . .	11–19
Quiz 1 . . . . .	20
Writing Warm-ups 10–18 . . . . .	21–29
Quiz 2 . . . . .	30
Writing Warm-ups 19–27 . . . . .	31–39
Quiz 3 . . . . .	40
Writing Warm-ups 28–36 . . . . .	41–49
Quiz 4 . . . . .	50
Writing Warm-ups 37–45 . . . . .	51–59
Quiz 5 . . . . .	60
Writing Warm-ups 46–54 . . . . .	61–69
Quiz 6 . . . . .	70
Writing Warm-ups 55–63 . . . . .	71–79
Quiz 7 . . . . .	80
Writing Warm-ups 64–72 . . . . .	81–89
Quiz 8 . . . . .	90
Writing Warm-ups 73–81 . . . . .	91–99
Quiz 9 . . . . .	100
Writing Warm-ups 82–90 . . . . .	101–109
Quiz 10 . . . . .	110
Writing Warm-ups 91–99 . . . . .	111–119
Quiz 11 . . . . .	120
Answer Key . . . . .	121

# Introduction

*Daily Writing Warm-ups* provides teachers and students with the tools necessary to make writing improvement easy. Use this resource to reinforce writing concepts and show students how to apply those skills 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 to help you quickly identify areas of need and success. For example, if a student consistently makes errors on #4 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
3	Word Usage
4	Vocabulary Development
5	Revising
6	Organization
7	Content
8	Prewriting/Brainstorming
9	Topic Sentence
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 give students an 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 for different purposes.
- Accomplish their own purpose through written language.

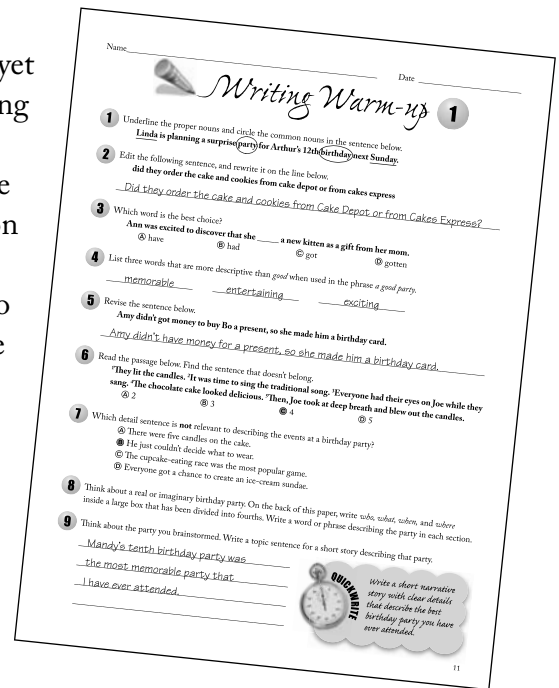
## SPECIAL FEATURES

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 they 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, persuasive, compare/contrast descriptive).
- 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 posed 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 the Quickwrite form (page 9) in advance, and bind them together using a three-hole punch and three-ring binder. You may wish to photocopy and bind small sections 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	Word Usage 3	Vocabulary Development 4
1–9	proper & common nouns	capitals & ending punctuation	present & past tense verbs	descriptive words
10–18	plural & possessive nouns	apostrophes, capitals & ending punctuation	plurals	descriptive words
19–27	pronouns & common nouns	contractions, homophones & review	review verbs & plurals	descriptive words
28–36	nouns & adjectives	review	comparative adjectives	descriptive words

## ABOUT THE QUICKWRITES

At the end of each Writing Warm-up page, there is a short writing prompt. The Writing Warm-ups are structured to teach skills and strategies in context and then directly apply them to 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. Students will have to write some of their responses to the editing and revising questions on a separate sheet of paper. Ask them to circle or underline any changes they made so the passages are easy to grade. Record the quiz grade in your grade book. Because of time constraints, it may not be possible to grade every Quickwrite. Ask students to turn in a Quickwrite of their choice (or ask for a specific assignment) on days you have set aside to grade their papers and return them promptly. Refer to the Quickwrite Rubric on page 10 for assistance in scoring student writing.

## KEEPING TRACK OF PROGRESS

Have students keep track of their own progress. 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 tally mark 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 have mastered the objectives. Refer to the Scope and Sequence to plan accordingly when reteaching a skill is necessary.

The form is titled "Progress Record" and includes a header for "Mastered Item" and "Score". The grid tracks progress on the following items:

- Capital Letters
- Editing
- Identifying
- Meaning
- Plurals
- Punctuation
- Review
- Spelling
- Verbs
- Word Usage
- Writing

# Scope and Sequence

Writing Warm-up	Parts of Speech 1	Editing 2	Word Usage 3	Vocabulary Development 4
1–9	proper & common nouns	capitals & ending punctuation	present & past tense verbs	descriptive words
10–18	plural & possessive nouns	apostrophes, capitals & ending punctuation	plurals	descriptive words
19–27	pronouns & common nouns	contractions, homophones & review	review verbs & plurals	descriptive words
28–36	nouns & adjectives	review	comparative adjectives	descriptive words
37–45	nouns & verbs	capitals, holidays & quotation marks	superlative adjectives	descriptive words
46–54	verbs & adverbs	review	less/fewer & good/well	descriptive words
55–63	adjectives, adverbs & conjunctions	commas & review	either/or & to/two/too	descriptive words
64–72	conjunctions & interjections	review	there/their/they're	descriptive words
73–81	prepositions	semicolons & review	can/may	descriptive words
82–90	prepositional phrases	colons & review	sit/set/sat	descriptive words
91–99	review	hyphens & review	no/some/none/any	descriptive words

# Scope and Sequence

Writing Warm-up	Revising 5	Organization 6	Content 7	Writing Genres	
				Prewriting 8	Topic Sentence 9
1–9	subject/verb agreement	topic/concluding sentences	identify irrelevant information	narrative	
10–18	verb forms & sentence structure	sentence order	recognize relevant facts	expository	
19–27	subject/verb agreement, verb forms & sentence structure	transition sentences	distinguish fact & opinion	descriptive	
28–36	review	identify organization problems	identify signal words for opinions	compare/contrast	
37–45	review	identify organization problems	identify fact & opinion phrases	persuasive	
46–54	review	identify organization problems	identify irrelevant information	narrative	
55–63	review	combine sentences with conjunction	identify irrelevant information	expository	
64–72	review	writing in third person	distinguish compare/contrast	compare/contrast	
73–81	not ending sentences with prepositions	semicolons	identify persuasive statements	persuasive	
82–90	not ending sentences with prepositions	fragments	identify relevant content	narrative	
91–99	double negatives	run-on sentences	identify supporting details	expository	

# *'s Progress Record*

		NUMBERED ITEM										
		1 Parts of Speech	2 Editing	3 Word Usage	4 Vocabulary Development	5 Revising	6 Organization	7 Content	Writing Purpose		Quickwrite	
WRITING WARM-UP #	8	9							Prewriting	Topic Sentence		

Name \_\_\_\_\_

Date \_\_\_\_\_



Topic \_\_\_\_\_

A series of horizontal lines for writing, starting below the "Topic" label and extending down the page.



QUICKWRITE RUBRIC					
Objective	Criteria				Value
	1	2	3	4	
<b>Parts of Speech</b>	Many parts of speech misused	Some parts of speech misused	Few parts of speech misused	No parts of speech misused	_____
<b>Editing</b>	No evidence of editing; many errors with capitalization and punctuation; many misspelled words	Some evidence of editing; some errors with capitalization and punctuation; some misspelled words	Evidence of editing; few errors with capitalization and punctuation; few misspelled words	Evidence of editing; no errors with capitalization or punctuation; no misspelled words	_____
<b>Word Usage</b>	Many words used incorrectly; subjects and verbs rarely match	Some words used incorrectly; subjects and verbs sometimes don't match	Only 1–3 words used incorrectly; all subjects and verbs match	All words are used correctly	_____
<b>Vocabulary Development</b>	Writing contains slang and many basic words	Writing contains some basic words (e.g., good, nice, etc.)	Writing has 1–2 basic words	All basic words have been enriched	_____
<b>Revising</b>	No evidence of revising; every sentence starts the same; only a list of facts; short, choppy sentences; mixed tenses throughout	Some sentence variation; some transitions needed; some simple sentences should be combined; tenses change 1–2 times	Variety of sentence starters; transitions create a logical flow; complex sentences used	Creative and unique variety of sentence starters; transitions create a logical flow in creative ways; mostly complex sentences; advanced introductory statements	_____
<b>Organization</b>	No sequence; either topic or concluding sentence missing; many run-ons or fragments	Some poor sentences; topic or concluding sentence not a main idea; 1–2 run-ons or fragments	Sequenced; details support topic sentence; all complete sentences	Sequence adds to writing; advanced sentence structure (colons, semicolons); creative hook or lead	_____
<b>Content</b>	Drifted off topic many times; none of the topic addressed; written for wrong audience; irrelevant information	Drifted off topic 1–2 times; only part of topic addressed; purpose for writing seemed to change (audience shift); 2–3 sentences irrelevant to the topic	Stayed on topic; all parts of the topic addressed; all points relevant; correct voice for intended audience	All parts of the topic addressed with supporting details; creative sentence structure enhanced content; voice enhanced writing	_____



# Writing Warm-up

# 1

- 1 Underline the proper nouns and circle the common nouns in the sentence below.  
**Linda is planning a surprise party for Arthur's 12th birthday next Sunday.**

- 2 Edit the following sentence, and rewrite it on the line below.  
**did they order the cake and cookies from cake depot or from cakes express**
- 

- 3 Which word is the best choice?  
**Ann was excited to discover that she \_\_\_\_\_ a new kitten as a gift from her mom.**  
 Ⓐ have                      Ⓑ had                      Ⓒ got                      Ⓓ gotten

- 4 List three words that are more descriptive than *good* when used in the phrase *a good party*.
- 

- 5 Revise the sentence below.  
**Amy didn't got money to buy Bo a present, so she made him a birthday card.**
- 

- 6 Read the passage below. Find the sentence that doesn't belong.  
<sup>1</sup>They lit the candles. <sup>2</sup>It was time to sing the traditional song. <sup>3</sup>Everyone had their eyes on Joe while they sang. <sup>4</sup>The chocolate cake looked delicious. <sup>5</sup>Then, Joe took a deep breath and blew out the candles.  
 Ⓐ 2                      Ⓑ 3                      Ⓒ 4                      Ⓓ 5

- 7 Which detail sentence is **not** relevant to describing the events at a birthday party?  
 Ⓐ There were five candles on the cake.  
 Ⓑ He just couldn't decide what to wear.  
 Ⓒ The cupcake-eating race was the most popular game.  
 Ⓓ Everyone got a chance to create an ice-cream sundae.

- 8 Think about a real or imaginary birthday party. On the back of this paper, write *who*, *what*, *when*, and *where* inside a large box that has been divided into fourths. Write a word or phrase describing the party in each section.

- 9 Think about the party you brainstormed. Write a topic sentence for a short story describing that party.
- 
- 
- 
- 



Write a short narrative story with clear details that describe the best birthday party you have ever attended.



# Writing Warm-ups

## 2

- 1 Underline the proper nouns and circle the common nouns in the sentence below.  
**Robert has been wishing for a pet ferret since he saw one on *Animal Alley*.**

- 2 Edit the following sentence, and rewrite it on the line below.  
**shiloh loved going for rides in the car, so he cood bark at the wind**
- \_\_\_\_\_

- 3 Which word is the best choice?  
**Kim wishes she could \_\_\_\_\_ a kitten, but she has allergies.**

(A) get                      (B) had                      (C) got                      (D) gotten

- 4 List three words that are more descriptive than *soft* when used in the phrase *soft fur*.

\_\_\_\_\_

- 5 Revise the sentence below.  
**He have to go to the busy pet store to buy a large cage.**

\_\_\_\_\_

- 6 Read the passage below. Which sentence should go first as the topic sentence?

<sup>1</sup>A dog could sleep with him in his bed. <sup>2</sup>There were so many pets to choose from, but Jason couldn't make up his mind. <sup>3</sup>A pet rabbit could run wild in his backyard. <sup>4</sup>He could hold a hamster in his lap while playing video games.

(A) 1                      (B) 2                      (C) 3                      (D) 4

- 7 Which detail sentence is **not** relevant to a paragraph that describes choosing a new pet?

(A) Once I saw a hamster running loose in a classroom.  
 (B) A dog would need to be brushed and walked every day.  
 (C) Without a stable, there's no place for me to keep a horse.  
 (D) Since I'm still in school all day, a dog may not get the attention it needs.

- 8 On the back of this paper, draw a quick sketch of a pet you would like to have. Put a circle around it. Above the circle, list five words that could describe your pet. Below the circle, list five things you would do with that pet.

- 9 Write a topic sentence for a short paragraph describing the pet you chose.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Write a complete paragraph describing the pet you wish you could have. Describe the pet in detail.