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NEW JERSEY  
**JOURNEYS** 

# Writing for New Jersey

Student Handbook



GRADE

**1**

Consumable





NEW JERSEY  
JOURNEYS

**Writing for New Jersey  
Student Handbook**

**Grade 1**



HOUGHTON MIFFLIN HARCOURT

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# Contents

<b>How to Use This Book</b>	.....	2
<b>Writing Strategies</b>		
	Kinds of Writing	
	Write to Express.....	4
	Write to Inform.....	6
	Write to Persuade.....	8
	Writing Process	
	Prewriting.....	10
	Drafting.....	12
	Revising.....	14
	Editing.....	16
	Postwriting.....	18
	Writing Traits	
	Ideas and Organization.....	20
	Word Choice and Voice.....	22
	Sentence Fluency and Conventions.....	24
	Writing to a Prompt.....	26
	Writing Workshop.....	28
<b>Writing Forms</b>		
	Captions.....	30
	Journal.....	32
	Class Story.....	34
	Description.....	36
	Personal Narrative.....	38
	Friendly Letter.....	40
	Story.....	42
	Poetry.....	44
	Instructions.....	46
	Summary.....	48
	Opinion.....	50
	Response.....	52
	Report.....	54
<b>Language</b>		
	Descriptive Words.....	56
	New Vocabulary.....	58
<b>Technology</b>		
	Using the Computer.....	60
<b>Evaluation</b>		
	Checklists.....	62



# How to Use This Book

This handbook will help you write. It will give you ideas. It will also help you share your ideas.



First, you will read about how to write. Then you will practice writing. Have fun using this book!

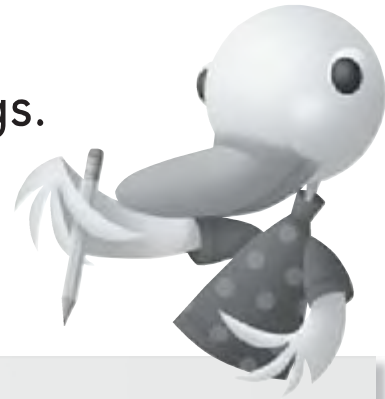


# Write to Express

When you **write to express**, you tell how you think and feel. You can write a story, a description, or a journal entry.

## Write to Express

- Words tell your ideas and feelings.
- Stories have make-believe or real-life characters.



### Pat the Piglet

Pat wanted to get out of her pen. **First**, she tried to dive under the fence. **Then** she got stuck there. Amy the dog helped. Now they are friends.

Name \_\_\_\_\_

## Follow your teacher's directions.



\_\_\_\_\_ is a baby

\_\_\_\_\_

First, \_\_\_\_\_

\_\_\_\_\_

Then \_\_\_\_\_

\_\_\_\_\_



Write story sentences. Tell what happens to a baby animal.



# Write to Inform

When you **write to inform**, you tell facts in your own words.

## Write to Inform

- A topic sentence tells the main idea.
- Detail sentences tell more about the main idea.
- A closing ties ideas together.



A hermit crab is a small animal. It has ten legs. It has eyes on top of its head. The crab gets a new shell each time it grows in size. There is a lot to learn about hermit crabs.

Name \_\_\_\_\_

## Follow your teacher's directions.



Main idea:

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Detail:

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Detail:

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Choose a topic. Write sentences that give facts about it.

# Write to Persuade

When you **write to persuade**, you tell your opinion, or what you think. You try to get your readers to agree with you.

## Write to Persuade

- A topic sentence tells your opinion.
- Detail sentences give reasons for your opinion.
- A closing ties ideas together.



**I think** playing the piano is fun. It is exciting **because** I play in a band. I get to learn new songs. Playing the piano makes me happy.

Name \_\_\_\_\_

**Follow your teacher's directions.**



I think

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Detail:

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Detail:

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



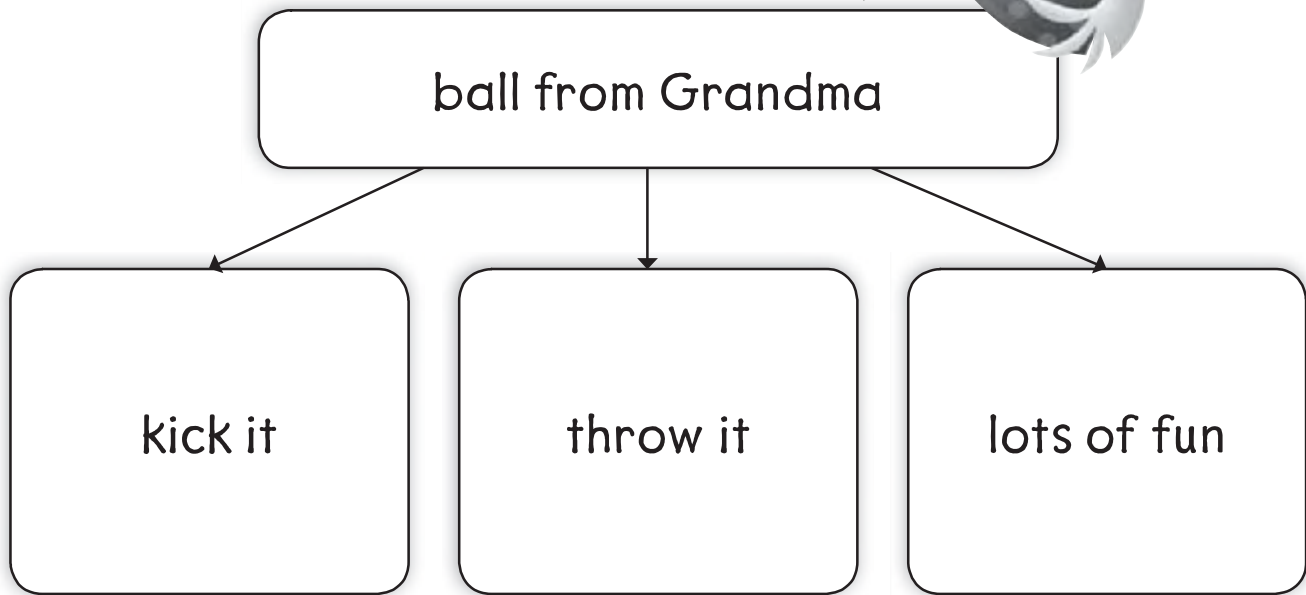
Write your opinion. Then write detail sentences.

# Prewriting

This lesson tells about **prewriting**. The five stages of writing are prewriting, drafting, revising, editing, and postwriting.

## Parts of Prewriting

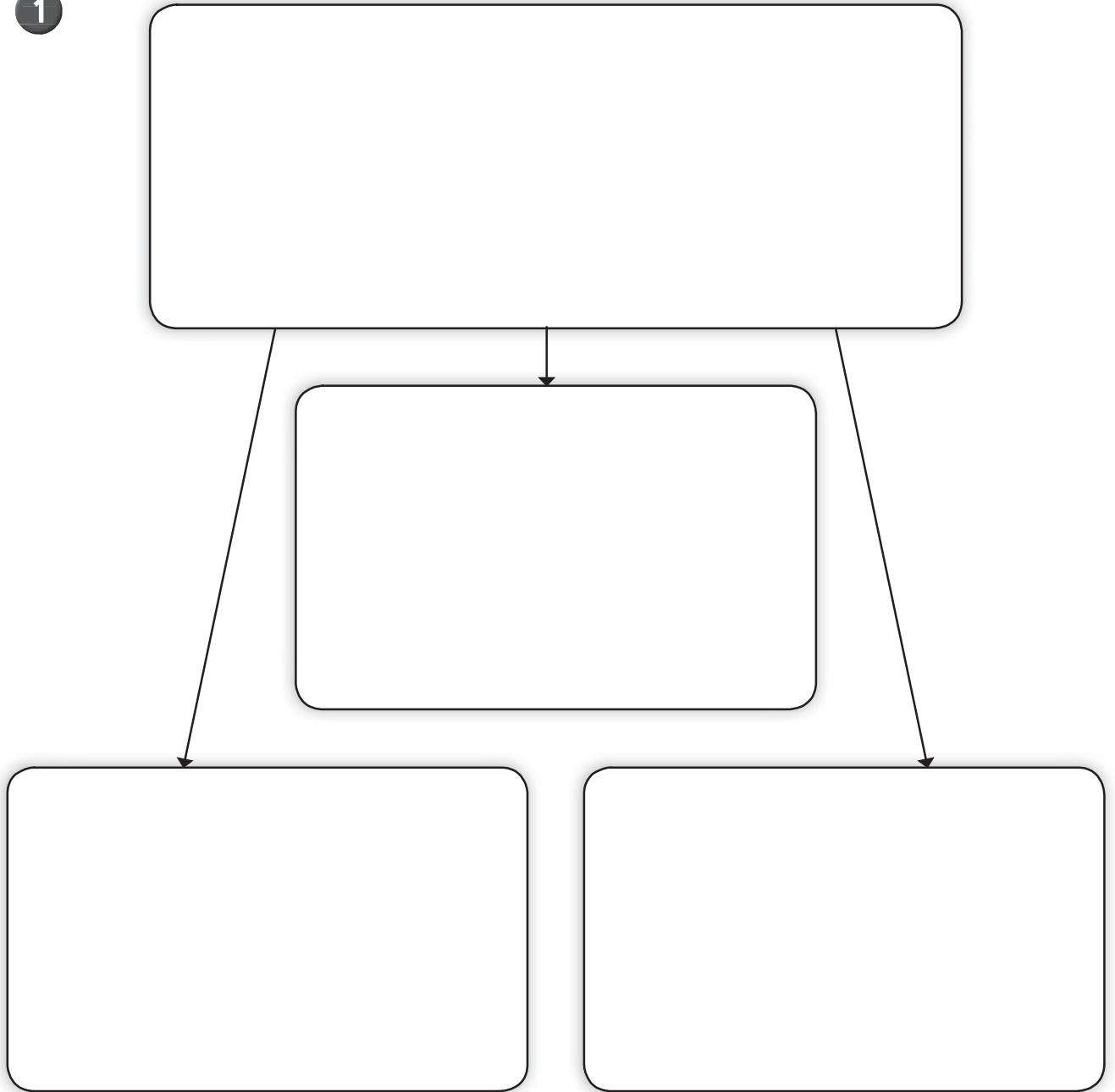
- List ideas to write about.
- Choose the idea you like best.
- Fill in a word web.



Name \_\_\_\_\_

**Follow your teacher's directions.**

We Do  
**1**



You Do  
**2**

Use your plan to thank someone.

# Drafting

When you **draft**, you use full sentences to write what you planned.

## Parts of Drafting

- Look at the ideas in your word web.
- Write about these ideas.
- Use full sentences.



October 12, 2012

Dear Grandma,

Thank you for the ball.

I can throw it.

Love,

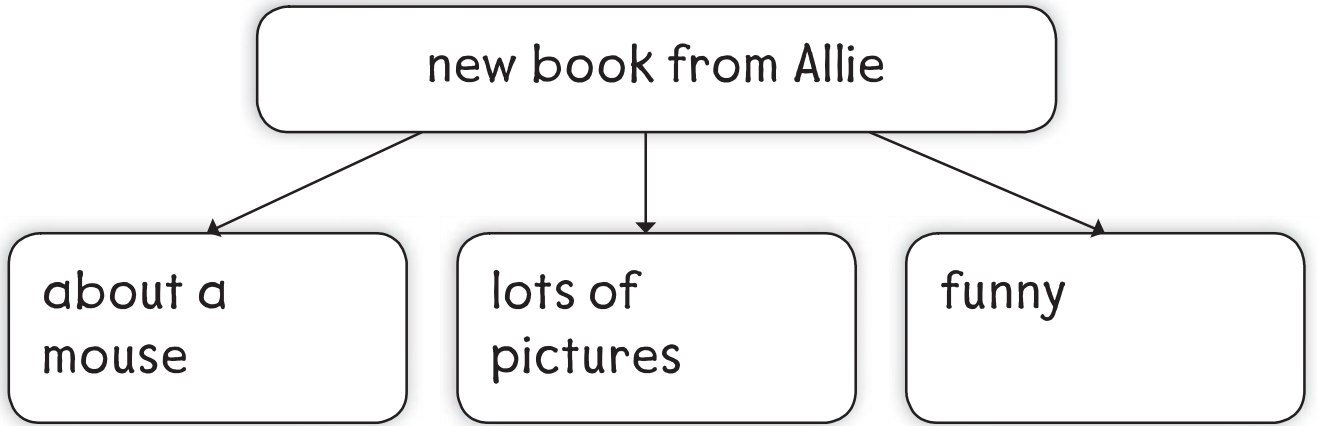
Jenny

Name \_\_\_\_\_

## Follow your teacher's directions.



Write sentences about these ideas.



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Draft a thank-you note.



# Revising

When you **revise**, you change your writing to make it better.

## Parts of Revising

- Read your writing. Share it with a partner.
- Ask if your writing is clear.
- Make your writing better.



October 12, 2012

Dear Grandma,

Thank you for the <sup>soccer</sup> ball.

It is fun to throw <sup>^</sup> it and kick it with my friends.  
~~I can throw it.~~ <sup>^</sup>

Love,

Jenny

Name \_\_\_\_\_

## Follow your teacher's directions.



1 Change the sentences.

Make them better.

It was fun.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

The game was good.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



2 Use your plan. Revise your writing.

# Editing

When you **edit**, you fix mistakes in your writing.

## Parts of Editing

- Make sure your spelling is correct.
- Check that your sentences have end marks.
- Put capital letters where they belong.



March 15, 2012

Dear Arlo,

T  
thank you for the baseball bat

I  
i can hit very far for with it.

^  
It is a good size for me.

Your friend,

Peter

### Editor's Marks

- ^ Insert.
- ∩ Delete.
- ⊙ Make a period.

Name \_\_\_\_\_

Follow your teacher's directions.



Edit the sentences.

he gav me a shirt

\_\_\_\_\_

-----

\_\_\_\_\_

it is a red shirt?

\_\_\_\_\_

-----

\_\_\_\_\_

i lik. it a lot

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Edit your writing.

# Postwriting

In **postwriting** you share your writing with others. You make it look as good as you can.

## Parts of Postwriting

- Make a clean copy.
- Maybe draw a picture to go with it.
- Share your work.



Dear Grandma,  
 Thank you for the soccer ball.  
 It is fun to throw it and kick it with my  
 friends.

Love,  
 Jenny

Name \_\_\_\_\_

## Follow your teacher's directions.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

A large empty rectangular box for writing.



Use your plan. Make a final copy.

# Ideas and Organization

Before you write, think of ideas. Then put your ideas in order.

## Ideas

- Think about what you will write.
- Draw pictures, write lists, or make webs.

## Organization

- Think of a good beginning.
- Make a plan. Put your ideas in order.



Our class went to the fire station.



We sat in the fire truck.



We put on boots and helmets.

Name \_\_\_\_\_

## Follow your teacher's directions.

We Do  
**1**

Our class \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You Do  
**2**

Write other sentences for the class story.



# Word Choice and Voice

When you write, think about the words you use.

## Word Choice

- Use exact words.
- Use words that describe. Help make a picture in the reader's mind.



I share a warm pie with my friends.

We cut it into six pieces.

The pie has a tasty crust.

It has sweet apples inside.

## Voice

- Think about who reads your writing.
- Put the writing in your own words.

Name \_\_\_\_\_

## Follow your teacher's directions.



I share

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

It has

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

It has

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Write sentences. Describe something you share.

# Sentence Fluency and Conventions

When you write, use different kinds of sentences. Also, check for mistakes.

## Sentence Fluency

- Write statements and questions.
- Make your writing sound smooth.

## Conventions

- Check for spelling. Check for capital letters and end marks.



Dear Megan,

I went to the <sup>ice</sup>~~ise~~ rink. <sup>Have</sup>~~have~~ you  
 ever been there? You can skate and do  
 spins<sup>⊙</sup><sub>^</sub>

Your friend,  
 Susana

Name \_\_\_\_\_

## Follow your teacher's directions.



Dear \_\_\_\_\_,

I went to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Your friend,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Write sentences for a letter.

# Writing to a Prompt

A **prompt** gives a topic for writing. Your job is to write about that topic.

## Parts of Writing to a Prompt

- Read the prompt carefully.
- Brainstorm. Organize your ideas.
- Use your ideas to write.



**Prompt:** Write about your neighborhood.

What are some things you like about it?

houses and  
apartments

trees

playground

My neighborhood has lots of houses. It has some tall trees, too. There is a playground down the street. I like to play on the swings with my friends.

Name \_\_\_\_\_

## Follow your teacher's directions.



Tell what animal you would like to be. What would you do if you were that animal?

A diagram for a writing plan. It consists of a large rounded rectangular box at the top. Below it, on the right side, are three smaller rounded rectangular boxes stacked vertically. A vertical line with an upward-pointing arrow at the top and a downward-pointing arrow at the bottom is positioned to the left of the three smaller boxes. Three horizontal arrows point from the left side of each of the three smaller boxes to the vertical line.

Use your plan, or write to the prompt at the top of this page. Choose a new animal.

# Writing Workshop

In a **writing workshop**, you can write with a partner or a group. You can also share your own writing with others.

## Being Part of a Writing Workshop

- Take turns sharing ideas.
- Listen to what others say.
- Respect other people's ideas.



### The Elephant

by Ms. Jay's Class

There was a big elephant. •————— Joe's idea

Her name was Macy. •————— From Tess

Macy liked to do art. She was •————— Said Sam

a really good artist!

She loved to make things out of clay. •————— Olivia's idea

One day she made a clay elephant!

She called it Macy Junior. •————— Maddie said this.

Name \_\_\_\_\_

## Follow your teacher's directions.



Our story will be about

---

---

---

Here are 3 things that will happen in our story.

---

---

---

---

---

---

---

---

---

---



Use your plan. Write a story with your partner. Share your ideas. Listen to what your partner has to say about your writing.



# Captions

A **caption** tells about a picture.

## Parts of a Caption

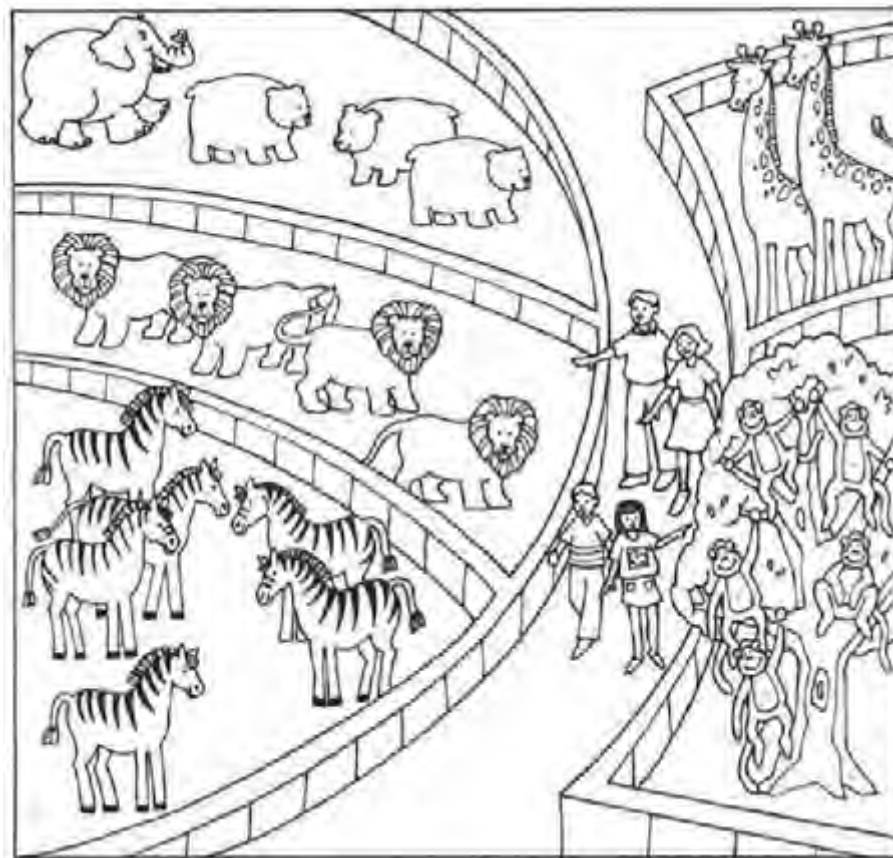
- A few words or a sentence about a picture
- Details about what a picture shows



Here is a bench at the park.

Name \_\_\_\_\_

Follow your teacher's directions.



**1** We Do

The family

**2** You Do

Use your plan. Write a caption. You can write about a place to visit with your family.

# Journal

A **journal entry** tells how you think and feel about something. It is one way to write your opinion of a story.

## Parts of a Journal Entry

- Today's date
- Sentences that tell what you think and feel
- A closing that ties ideas together.



December 13, 2012

I think "A Boat Disappears" is a funny story. **For example**, the inspector is a bug! There is another **reason**, too. I laughed when Conrad said he ate the boat. I had lots of fun reading the book.

Name \_\_\_\_\_

## Follow your teacher's directions.



\_\_\_\_\_

-----

\_\_\_\_\_

I think

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

One reason is

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

For example,

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Write a journal entry. You can tell about a book you like.

# Class Story

A **class story** is written together by the class and the teacher.

## Parts of a Class Story

- Sentences that tell events in time order
- Words that describe
- An ending to the story



Our class went to visit a farm. **First**, we saw five cows. **Next**, we got to feed the red hens. **Last**, we went for a ride in a big wagon. We had a fun day at the farm.

Name \_\_\_\_\_

## Follow your teacher's directions.



Our class went to the zoo.

\_\_\_\_\_

-----

First, \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

Then \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

Later, \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



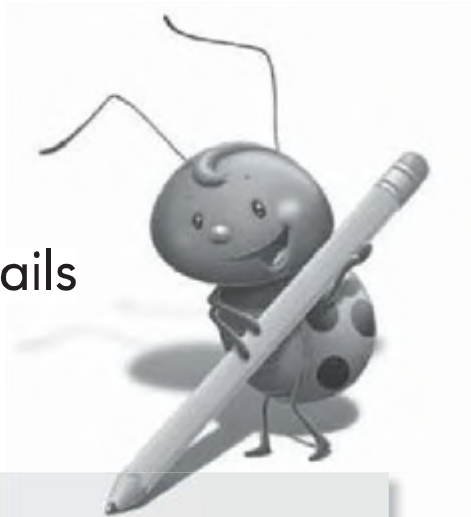
Think of another event you could add to the class story. Write a sentence about it.

# Description

A **description** is writing that tells how something looks, sounds, tastes, smells, and feels.

## Parts of a Description

- A topic sentence tells what the description is about.
- Descriptive words and other details tell more about the topic.



My pet rabbit is named Sam. Sam lives in a pen. He has **soft**, **black** fur. His eyes are **brown**. His ears are **floppy**. Sam is a **nice**, **quiet** pet.

Name \_\_\_\_\_

## Follow your teacher's directions.



My favorite animal is

\_\_\_\_\_

-----

\_\_\_\_\_

It looks

\_\_\_\_\_

-----

\_\_\_\_\_

It is

\_\_\_\_\_

-----

\_\_\_\_\_

It has

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan to write a description. If you like, write about a pet you have or would like to have.



# Personal Narrative

A **personal narrative** is a true story about something you did.

## Parts of a Personal Narrative

- Sentences tell what you did in time order.
- Sentences use words like I, me, or we.
- An ending ties ideas together.



My family went to a play. **First**, we sat down close to the stage. **Then** the star of the show walked on stage. He wore a big red hat. He sang many funny songs. **At the end**, we felt happy. We stood and clapped.

Name \_\_\_\_\_

## Follow your teacher's directions.



I went on a fun trip to \_\_\_\_\_

First, \_\_\_\_\_

Then \_\_\_\_\_

At the end, \_\_\_\_\_



Use your plan. Write a personal narrative. If you like, write what you did with your family.

# Friendly Letter

A friendly letter is written to another person.

## Parts of a Friendly Letter

- The **date**
- A **greeting** to the person the letter is for
- A **body** that tells what you want to say
- A **closing** and **your name**



April 19, 2012

**Dear Ben,**

I am at camp. I just made a drum.  
I made it from a tin can.

**Your pal,**

Jon

Name \_\_\_\_\_

Follow your teacher's directions.



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

Dear \_\_\_\_\_,

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Your friend,

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan, or make a new one.

Write a letter about a trip.

# Story

A **story** tells what happens to the characters in it.

## Parts of a Story

- A title
- Sentences that tell what happens at the beginning, in the middle, and at the end
- A problem that the characters solve



### Jane's New Watch

Jane got a new watch. **First**, she wore it to school. **Then** she lost the watch. Jane asked her friend Meg to help. **At last**, Jane and Meg found the watch. It was in Jane's book bag!

Name \_\_\_\_\_

## Follow your teacher's directions.



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

First,

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Then

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

At last,

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Write a new story.

# Poetry

A **poem** is a group of words put together in a special way. A poem can be about a thing or a feeling.

## Parts of a Poem

- Interesting words about the topic
- Some words that may rhyme



### The Cat

I would like to see a cat  
with black stripes in its fur.

I would like to pet the cat  
to hear its low, soft purr.

Name \_\_\_\_\_

## Follow your teacher's directions.



I would like to see

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

I would like to

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Write a poem. You can write about a favorite animal.



# Instructions

**Instructions** tell how to do or make something.

## **Parts of Instructions**

- Things you need
- Steps to follow in order
- Time-order words such as first and next



### **Making a Drum**

Here is how to make a drum. **First**, get an empty can. **Next**, lay paper over the top. **Then** put a rubber band around the can and the paper. **Last**, get two sticks and play.

Name \_\_\_\_\_

## Follow your teacher's directions.



Here is how to \_\_\_\_\_

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_



Write instructions. Tell a friend how to  
make an art project.

# Summary

A **summary** tells what happens in a story. You write the summary in your own words.

## Parts of a Summary

- Sentences tell the parts of a story in the order they happen.
- Sentences tell only the most important parts.



### Whistle for Willie

**First**, Peter wanted to whistle. **Next**, he tried hard, but no whistle came out. **At last**, Peter tried again and he whistled!

Name \_\_\_\_\_

## Follow your teacher's directions.



\_\_\_\_\_

-----

\_\_\_\_\_

First, \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Next, \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

At last, \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan, or make a new one.

Write a summary about a story you like.

# Opinion

An **opinion** tells something that you believe.

## Parts of an Opinion

- A topic sentence gives your opinion.
- Detail sentences give reasons for your opinion.
- A closing ties ideas together.



**I think** that art class is the best!  
**One reason** is that I learn to mix colors.  
**Another reason** is that I get to paint pictures. I always learn a lot in art class.

Name \_\_\_\_\_

## Follow your teacher's directions.



I think

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

One reason is

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Another reason is

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Write sentences to tell your opinion.

# Response

When you write a **response**, you write some things you like about a story.

## Parts of a Response

- Read a story.
- Think of a part you liked and a character you liked.
- Write what you liked and why.



### A Pet Moose

by Jose

I read a book about a moose called A Pet Moose. I liked when the moose tried to buy snow boots. That was funny! I also liked the boy in the story. He was my favorite character. He was nice to the moose. It was a very good book.

Name \_\_\_\_\_

Follow your teacher's directions.



I read the book

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

My favorite character was

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

because

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Use your plan. Write a response to the book you read.



# Report

A **report** gives facts about a topic. You write the facts in your own words.

## Parts of a Report

- A topic sentence tells what the report is about.
- Detail sentences tell the facts.
- A closing ties ideas together.



### Ants

Ants are busy little animals. **One thing** ants do is build large nests. **Another thing** they do is carry food in teams. Ants work like this all over the world!

Name \_\_\_\_\_

## Follow your teacher's directions.



\_\_\_\_\_ are animals

that \_\_\_\_\_.

One thing \_\_\_\_\_

\_\_\_\_\_

Another thing \_\_\_\_\_

\_\_\_\_\_



Use your plan. Write a report. Tell about an animal you know about.

# Descriptive Words

**Descriptive words** are words that tell about things, animals, and people.

## Kinds of Descriptive Words

- Words about how things look or sound, such as *blue*, *little*, or *loud*.
- Words about how things feel, such as *soft*, *cold*, and *smooth*.
- Words about people's feelings, such as *mad*, *sad*, or *happy*.



Once there was a cat named Tiger. He had soft fur. Tiger was little, but he was also very fast. One day he ran away! His owner was very worried. Then Tiger came back home before it got dark. That made his owner happy.

Name \_\_\_\_\_

## Follow your teacher's directions.



Draw an animal you like. Then write sentences to describe it.

A large, empty rectangular box with a black border, intended for drawing an animal.Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for handwriting.

Use your plan, or write a story about the animal you drew. Use describing words.

# New Vocabulary

When you read and write, you might find words you do not know. There are good ways to learn new words.

## Learning New Words

- Ask a teacher or family member for help.
- Get started using a glossary or a dictionary.
- Practice using the new words in your writing.



My hero is Amelia Earhart. She was the first woman to fly solo across the Atlantic Ocean. I think she was fearless.

Name \_\_\_\_\_

**Follow your teacher's directions.**



My hero is

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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Write about a hero. He or she could be someone you know or someone you know about.

# Using the Computer

Use a **computer** to find your topic on the Internet. Use the keyboard to type what you want to say.



## Using the Computer

- Go to a web page that has information about your topic.
- Take notes to help you remember.

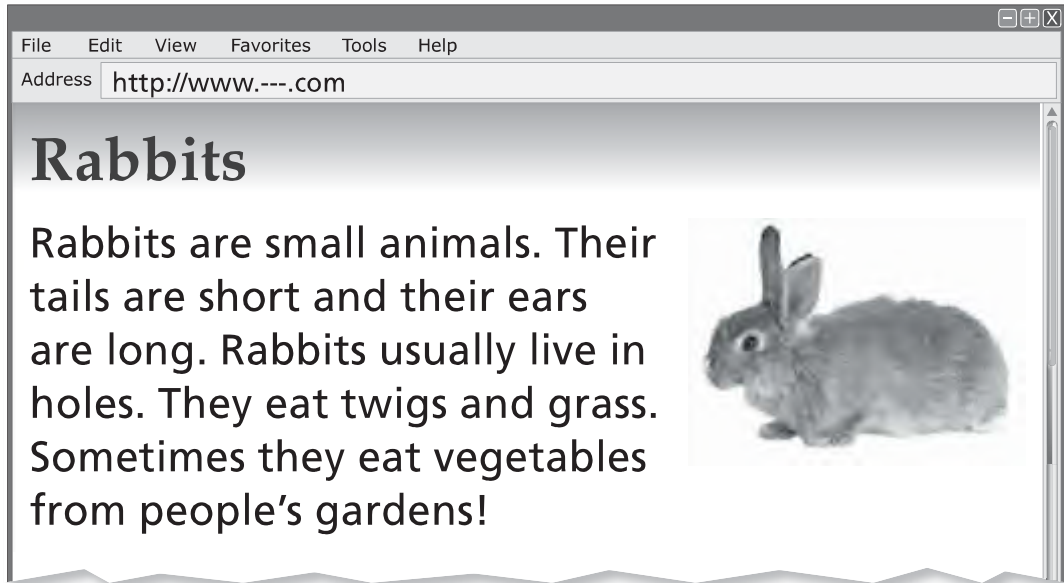


### Polar bears

- live in the Arctic
- have thick white fur
- good at swimming

## Follow your teacher's directions.

We Do  
**1**



Four sets of primary-ruled writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

You Do  
**2**



















With your teacher, look for another web page. Then take notes about it.



# Checklists

A **checklist** can help you plan and check your writing.

Did I . . .

<input type="checkbox"/> write a topic sentence?			
<input type="checkbox"/> write details?			
<input type="checkbox"/> write complete sentences?			
<input type="checkbox"/> capitalize my sentences?			
<input type="checkbox"/> use end marks?			
<input type="checkbox"/> check my spelling?			

# NEW JERSEY JOURNEYS

## Writing for New Jersey

Student Handbook

Grade 1



HOUGHTON MIFFLIN HARCOURT



1429037-LV 1