



NEW JERSEY
JOURNEYS



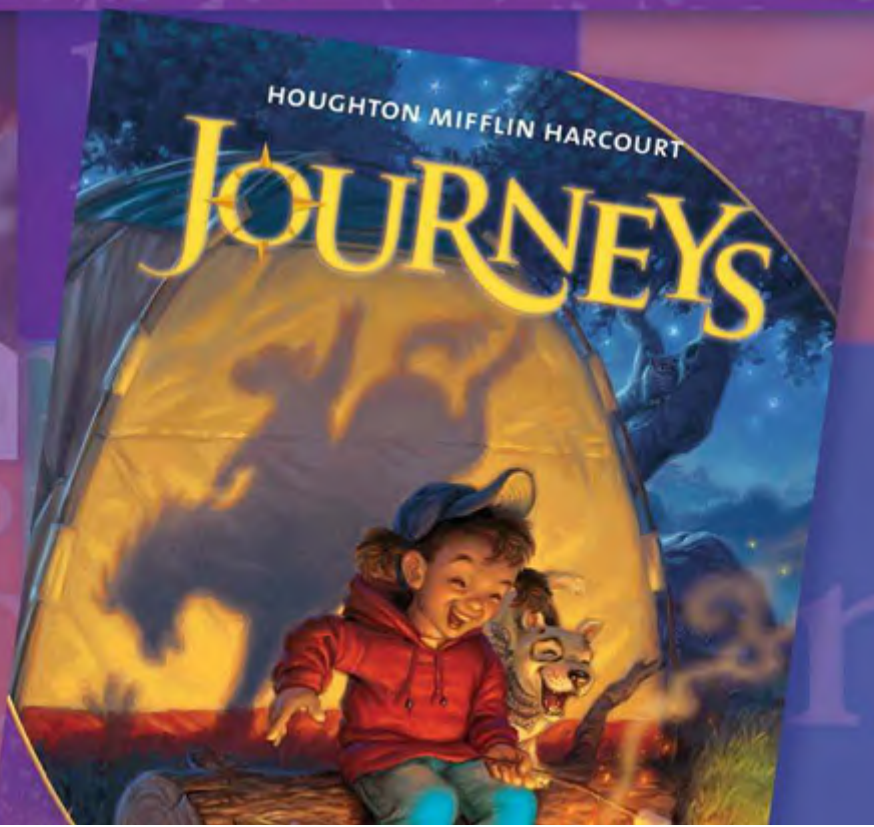
Writing for New Jersey

Student Handbook



GRADE
3

Consumable





Writing for New Jersey

Student Handbook

Grade 3



HOUGHTON MIFFLIN HARCOURT

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How to Use This Book

Writing is a great tool. It can help you solve problems as well as express yourself. For example, you can use it to nail down an idea or hammer out a point. This handbook will help you discover ways to use this tool well.

What Is a Handbook?

If writing is a tool, then this handbook is the how-to manual. It contains clear definitions, strategies, models, and key practice. Refer to its pages as much as you need to before, during, and after writing.



Sections of This Book

This handbook has five sections:

- 1 **Writing Strategies**—Ideas and methods that you can use for every kind of writing
- 2 **Writing Forms**—Definitions, labels, and models of key writing forms
- 3 **Language**—Information on how to learn and use words effectively in writing
- 4 **Technology**—Technology basics that will help you with research and writing
- 5 **Evaluation**—Rubrics to use before, during, and after writing

How to Find Information

Find information in this book in two different ways:

- **Use the contents page.** Find the section you need, and then turn to the entry that most closely matches the topic you want.
- **Use the tabs at the top of lefthand pages.** The names of the tabs change with each section.

Write to Express

When you **write to express**, you write to show your personal ideas, thoughts, and feelings.

Expressive Writing

- Includes descriptions, stories, journal entries, friendly letters, responses, and poems.
- Can be true or make-believe.
- Uses sensory words, vivid adjectives, verbs, and figurative language to paint pictures for readers.



Journal Ideas

- graceful figure skaters
- girls becoming friends
- learning how to use your own special talents
- cold winter day, frozen lake

Narrative

“Arg!” Darby yelled as she slipped on the ice again. The figure skaters on TV looked so graceful as they spun in the air, but Darby couldn’t even stand up on the ice.

Poem

The question I asked as I wiped out
And slid across frozen Lake Splix
Was, “How can a lake full of water
Be as hard as a bag full of bricks?”

Name _____

Follow your teacher's directions to complete this page.



Journal Ideas

- boy discovers secret room in grandparents' house
- mysterious machines, paintings with moving people
- "louder than lightning"

Narrative

Hamilton rubbed his eyes and looked again through the keyhole. He couldn't believe what was on the other side of the door! _____



In your journal or on a separate sheet of paper, write a list of ideas you would like to share with readers. Write a short narrative paragraph to express your ideas.



In your journal or on a separate sheet of paper, plan and write a story paragraph. Use vivid words to express yourself.

Write to Inform

The purpose of some writing is to give facts and information. When you **write to inform**, you write to share facts and other information that can be proved.

Informative Writing

- Forms include reports, information paragraphs, articles, and instructions.
- An information paragraph tells about one main idea. It gives details to support that main idea.
- Both paragraphs and longer pieces are usually organized to include an introduction, body, and conclusion.
- Illustrations often help to inform.

Topic: Redwood trees

Introduction

Redwood trees are one of the the strongest living things on Earth.

Body

They can grow taller than 350 feet.
They can live for more than 1,000 years
Their bark protects them from dangers such as insects and forest fires, so they can keep growing.

Conclusion

Redwoods are among the fastest growing, tallest trees in the world.



Tips for Informative Writing

- The introduction states the main idea.
- The body includes most of the detailed information about the main idea.
- The conclusion wraps up or restates the main idea.

Name _____

Follow your teacher's directions to complete this page.



Topic: Mountain climbing

Introduction

Climbing mountains like Everest can be dangerous.



Body



Conclusion



On a separate sheet of paper, draw an organizer like the one above. Choose a main idea and write it in the Introduction section. Brainstorm supporting details and write them in the body. Write the conclusion.



On a separate sheet of paper, plan a problem/solution paragraph. Use a graphic organizer to write your ideas for the introduction, body, and conclusion.

Write to Persuade

When you **write to persuade**, you try to get other people to think or do something.

Persuasive Writing

- Includes forms such as persuasive paragraph and letter to the editor.
- Tells your goal or opinion at the beginning.
- Uses strong, exact reasons to back up your goal or opinion. Your reasons should be facts you can prove.
- Saves your strongest reason for last.



Opinion

The school should offer more healthful choices at lunch.

Reason

Some kids do not get enough fruits and vegetables every day.

Reason

~~Wheat bread tastes great.~~ Fresh ingredients are cheaper than prepared junk foods.

Reason

Good food will help kids pay attention in school.

These are strong reasons. They are facts I can prove.

This sounds like another opinion. I will replace it with a fact.

Name _____

Follow your teacher's directions to complete this page.

We Do
1

Opinion

Our class should get a pet hamster.

Reason

Reason

Reason

You Do
2

Draw a graphic organizer like the one above. Plan a letter to a movie star. Try to get him or her to visit your class. Write your opinion in the first box. Think of reasons and facts. Write them in the other boxes.

You Do
3

On a separate sheet of paper, plan a persuasive letter to your family. Tell them about a place you want to visit together.

Prewriting

The writing process has five stages: prewriting, drafting, revising, editing, and postwriting. As you write, you can go back to any stage at any time. **Prewriting** is the planning stage before you write.

Prewriting

- First, brainstorm ideas for a topic. You can make a list, look at things you have already written, or think about things that have happened to you.
- Choose a topic. Then use a graphic organizer to decide which ideas to include in your writing.

Topic brainstorming

soccer game

brother born

math scores



Topic: when my brother was born

Parents said I'd have a brother
—not excited

We got ready for him.
—painted, bought stuff

He is a lot of fun.
—laughs, makes funny noises

Topic: Alice in Wonderland

Opinion: Alice had a great adventure in Wonderland.

Reason: She changed sizes.

Reason: She could talk with animals.

Reason: She went to a party.

Name _____

Follow your teacher's directions to complete this page.



Topic: A time I did something that scared me

A large, empty, rounded rectangular box with a thin black border, intended for writing.A large, empty, rounded rectangular box with a thin black border, intended for writing.A large, empty, rounded rectangular box with a thin black border, intended for writing.

On a separate sheet of paper, fill in a graphic organizer like the one above. Write your ideas for a personal narrative. Think about things you already know or that have happened to you. Then tell about a time you surprised yourself.



On a separate sheet of paper, prewrite a personal narrative. You can also use what you have learned to make an old plan better.

Drafting

Drafting is the second stage of the writing process. When you draft, you use your prewriting plan to write the message you planned.

Drafting

- Look at your graphic organizer again. Turn your ideas into full sentences. Add extra details if you need to do so. Make sure all of your sentences are on the same topic.
- This stage is sometimes called *writing a first draft*. It is a first try. You can make changes to improve your writing later. Do not worry about spelling or grammar mistakes yet.



Topic: when my brother was born

Parents said I'd have a brother
—not excited

Draft: I never really wanted a baby brother. When my parents told me, I was not too excited.

Topic: Alice in Wonderland

Opinion: Alice had a great adventure in Wonderland.

Reason: She changed sizes.

Draft: Alice had one of the most exciting adventures ever when she was in Wonderland. First, she changed sizes.

Name _____

Follow your teacher's directions to complete this page.

We Do
1

Topic: My birthday party

The party was at the park.
—swings, slides, monkey bars



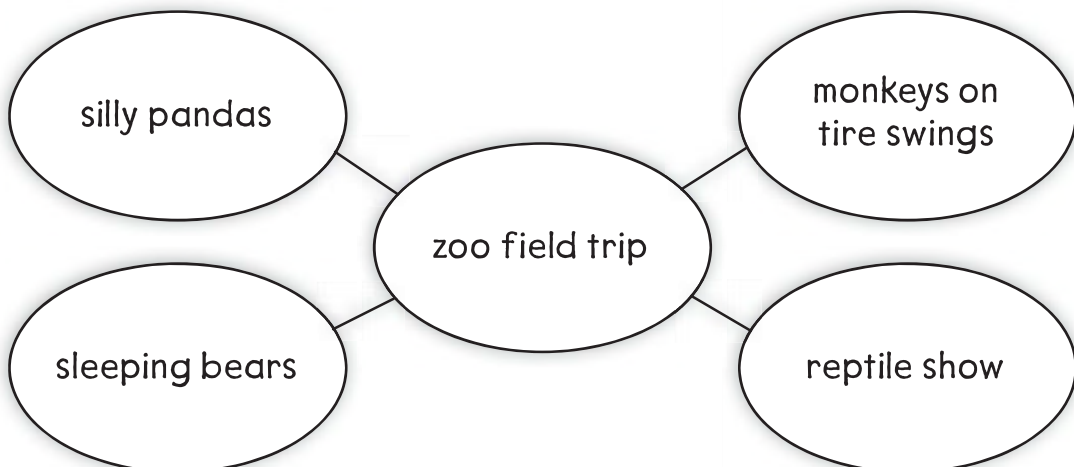
First, we played games.
—piñata, pin the tail on the donkey

Draft: My birthday party this year was at the park.

We sat right next to the swings. _____

You Do
2

On a separate sheet of paper, draft a personal narrative. Use the ideas in the organizer.



You Do
3

Use your prewriting plan to draft a personal narrative. You may also use another plan to draft a different piece of writing.

Revising

Revising is another stage in the writing process. **Revising** means improving your draft. You will usually do this after you draft, but you can revise at any time.

Revising

- Reread your writing. Take out words you don't need.
- Add words to make your ideas clear. You can also change words to make them more exact.
- Move sentences that are out of order.
- Use editor's marks to show your changes.



Topic: when my brother was born

I never really wanted a baby brother. When they were having a boy, my parents told me, I was not too excited. We got ready for him. ~~My friend Carla has a brother.~~ I helped paint his room and decorate it. I also hung up animal pictures.

Editor's Marks

- ≡ Make a capital.
- ^ Insert.
- / Delete.
- ⊙ Make a period.
- , Insert a comma.
- / Make lowercase.

Topic: *Alice in Wonderland*

Alice had one of the most exciting adventures ever when she was in Wonderland. ~~She was bored before.~~ First, she changed sizes. Then she became huge, just by eating and drinking things. She got smaller. until she was too tiny to reach the table

Follow your teacher's directions to complete this page.



stepmother and two stepsisters.
Cinderella lived with her ~~stepfamily~~^{stepmother}. The mother and sisters were mean. My stepmother is always nice to me. They made Cinderella do lots of stuff. One day an invitation came. Cinderella could only go if she finished her work. She also needed to make a dress. But her stepsisters ripped up her dress. Cinderella worked hard on the dress all day. She ran away and cried.



Cinderella's fairy godmother gave her clothes. She also turned a vegetable into a coach for her. At the ball, Cinderella danced with the prince all night. They lived happily ever after. My sister took ballet lessons. When the clock struck twelve, Cinderella ran away. She lost a shoe. The prince looked for the girl who fit the shoe. He found Cinderella.



In your journal or on a separate sheet of paper, revise your draft of a summary or another draft.

Editing

Editing is the stage of the writing process that usually follows revising. During this stage, you proofread to find and fix spelling errors and other mistakes.

Editing

- Check for complete sentences and correct capitalization, punctuation, spelling, and grammar.
- Use editor's marks to fix your writing.
- You can also use a computer to edit.



Topic: when my brother was born

Before I ^knew it, [≡]jasper came home. He is so much fun? [!]~~g~~ He smiles when I rock him [,] and he laughs when I make silly faces. Now I am so glad I have a baby brother!

Editor's Marks

- ≡ Capitalize.
- ^ Insert.
- g Delete.
- ⊙ Insert period.
- ^, Insert a comma.

Topic: *Alice in Wonderland*

[≡]alice got to go to an un-birthday party [⊙] they celebrated it not being someones [,] birthday. I would love that celebration. We could hav ^e an un-birthday party 364 days a year!

Follow your teacher's directions to complete this page.



little Red Riding Hood went to visit her sick grandmother. A wolf dressed in the grandmother's clothes the wolf got in the grandmother's bed. The wolf pretended to be Grandmother. when Little red Riding Hood come in she saw that her grandmother looked different. She wanted to take goodies to her so she would feel better.



Once a mouse ran across a sleeping lion's face. the mouse begged the lion not to hurt him. He promised to help the lion someday. The lion thought this was so funny that he let the mice go. the lion learned that even small things can be helpful. The lion got trapped in a net. The Mouse chewed a hole and set the lion free.



On a separate sheet of paper, edit the revised draft of your response—or edit another revised draft.

Postwriting

Postwriting is the stage in which you share your writing with others. This often means preparing a final copy of your writing.

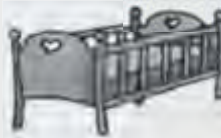
Postwriting

- There are many ways to present your writing. For example, you can read it aloud or put on a show. You can make a poster. You can add pictures to make a book. You can put your final copy in a portfolio.
- Your final copy should be neat and have no mistakes.
- Make sure you indent paragraphs and leave margins.



Add drawings or computer graphics.

When My Brother was Born by Logan Perry



I never really wanted a baby brother. When my parents told me they were having a boy, I was not too excited. Anyway, we got ready for him. I helped paint his room and decorate it. I hung pictures of animals. We put stuffed bears in the bed and on the rocking chair.

Write neatly in your best handwriting, or type on a computer.

Underline words you want to read in a special way.

Alice had one of the most exciting adventures ever when she was in Wonderland. First, she changed sizes. She got smaller until she was too tiny to reach the table.

Leave space between lines to make writing easy to read aloud.

Name _____

Follow your teacher's directions to complete this page.



The best vacation my Family ever went on was
to the smoky mountains. Have you ever been there?
They were beautiful. First, we went hiking. We were
walking for about three miles. We saw a river during
our hike and stopped playing in it.

by _____



Make a final draft of another piece of writing. You may recopy your writing and add pictures.



Come up with your own way to present your autobiography, or choose another draft to present.

Writing to Learn

Good writers use strategies to help them write well. As you read, use **writing-to-learn** strategies to help you learn new information.

Write to Learn

- Use diagrams, drawings, or graphic organizers to show how your ideas connect.
- As you read, think about the ideas you want to remember. Make lists and notes. Later, you can review and add to what you have learned.
- Journals and admit/exit slips can help if you want to know more. You can ask questions and get answers from your teacher.



Admit Slip

What do I want to know about animals? •

I want to know the difference between mammals and reptiles. •

Write this at the beginning of class.

Tell your thoughts or questions about what you think so far.

Exit Slip

What did I learn today? •

I learned that mammals and reptiles breathe through their lungs. I was surprised to learn that whales are mammals! •

Write this at the end of class.

Tell what you think about what happened in class today.

Name _____

Follow your teacher's directions to complete this page.



Admit slip: Who are your favorite two people you have learned about in social studies this year? Why?

Exit slip: Put together what you have learned about those two people. What is one thing they have in common?



2 Make your own admit/exit slips. Write questions about today's science or math lesson. Exchange slips with a partner and write answers.



3 In your journal or on a separate sheet of paper, make admit/exit slips or use a different strategy to learn.

Ideas and Organization

Writing **traits** are the qualities found in all good writing.

The six writing traits are **ideas, organization, word choice, voice, sentence fluency**, and **conventions**.

Ideas

- Ideas make up the message of your writing and are supported by interesting details.
- You can get ideas for writing by brainstorming. You can make lists, fill in webs, or freewrite to help you get started. You can draw on what you have seen and done before to get ideas.
- Think first about your purpose for writing and for whom you will be writing.



Freewriting

I want to persuade the principal to let third-graders have recess again. I get stiff sitting too long. And I get sleepy. Other students get grumpy. The principal is far away from my room. Maybe I can send a note? I will ask Miss Mendez.

Tips for Freewriting:

- Write what come to your mind first.
- Don't worry about what you write now.
- After you write, circle ideas you want to use or that connect.

Organization

- The organization of your writing is the order in which you put your ideas and words. A good order helps make your ideas easy to follow.
- All good writing should have an organizational pattern. Some of the patterns you use most often are time order, order of importance, lists, or cause and effect.

Name _____

Follow your teacher's directions to complete this page.



Freewrite

Possible Organization: _____



Freewrite

Possible Organization: _____



In your journal or on a separate sheet of paper,
freewrite or use another strategy to brainstorm ideas
for writing a persuasive essay.

Word Choice and Voice

Writing **traits** are the qualities found in all good writing.

Word choice and **voice** are two traits that have to do with the words the writer chooses and how they affect readers.

Word Choice

- Word choice helps readers understand the writer's ideas. Good writers choose words that paint a clear picture for readers.

Voice

- Writers use their voice to show readers what they are like. They also use voice to show their opinions and feelings.



Topic: Camping

Questions	Possible words I can use
What words will paint a picture for readers?	sweet, sticky treats, crackling campfire, thousands of bright twinkling stars
What words show my voice and how I feel?	awesome, don't know what you're missing. Everyone should try camping at least once.

Name _____

Follow your teacher's directions to complete this page.



Topic: Cooking class

Questions	Possible words I can use
What words will paint a picture for readers?	delicious desserts
What words show my voice and how I feel?	Homemade lunch is much better than gross cafeteria food.



Topic: _____

Questions	Possible words I can use
What words will paint a picture for readers?	
What words show my voice and how I feel?	



In your journal or on a separate sheet of paper, draw a chart like the one above. List words to use in your opinion paragraph or another piece of writing.

Sentence Fluency and Conventions

Sentence fluency and conventions are two writing traits.

Sentence fluency means that a writer's sentences flow.

Conventions are the rules for grammar, punctuation, capitalization, and spelling.



Sentence Fluency

- For a good flow, use a clear order as well as different sentence types and lengths.



Unclear

Ana asked if I wanted to come over for dinner at lunchtime. I wanted to. I had to ask Mom first.

Clear

At lunchtime, Ana asked if I wanted to come over for dinner. I wanted to, **but** I had to ask Mom first.



Conventions

- Check that you have followed the rules for spelling, grammar, capitalization, and punctuation.

Incorrect

When school got out, we went to Anas house. We had a snak then we did our homework.

Correct

When school got out, we went to **Ana's** house. We had a **snack**. **Then** we did our homework.

Name _____

Follow your teacher's directions to complete this page.



Drooling all over the floor, I picked up the puppy.

The scared kitten ran into the kitchen. It hid behind a chair.
I wanted to pick it up. I did not want it to scratch me.



On a separate sheet of paper, revise this story. Move words to make sentences clearer. Combine choppy sentences. You may also change sentence types.

The Carnival

There were tons of games. I liked the guessing games best. There was a contest to guess in the jar how many pennies there were. The prizes were so cool. There was a remote-control jet. There was a water balloon launcher. There was a face paint set. Fifty-six pennies I guessed. I was wrong. A little girl with yellow pigtails won. The little girl picked the remote-control jet with yellow pigtails.



Revise your draft of a dialogue. Try changing the order of words or sentences to make your dialogue clearer.

Writing to a Prompt

Sometimes, you will have a timed writing in class or on a test. You will be given a prompt, or question. Then you will write to answer the question.

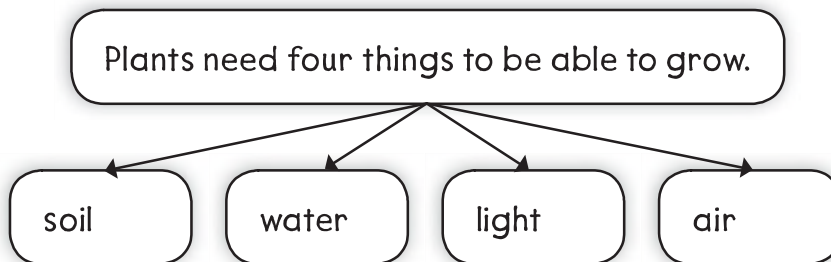
Writing to a Prompt

- First, plan your writing. Then write your draft.
- Restate the key parts of the prompt in the beginning.
- Write your main idea. Then add details to tell about that idea.
- Use your time wisely. Remember, you must finish before time runs out.



Prompt: Think about how to take care of a plant.
What are some things a plant needs to grow?
Write a composition describing four things a plant needs.

Plan



Draft

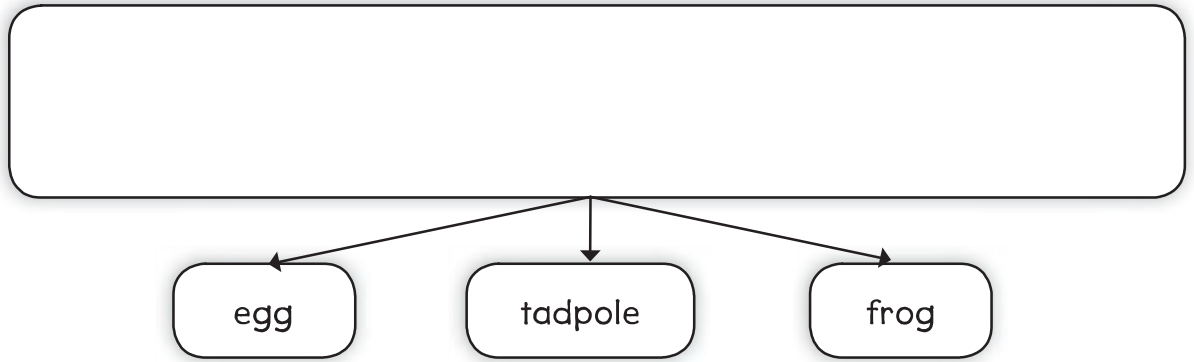
Plants need four things to be able to grow.
These are soil, light, water, and air. Plants get nutrients from the soil to help them grow. Also, they use light from the sun for energy. The plants cannot just use the light on its own, though. They put the sunlight, water, and gases from the air together to make oxygen and sugar. The plants use the sugar to grow. We use the oxygen to breathe!

Name _____

Follow your teacher's directions to complete this page.



Prompt: Think about what you know about frogs. How does a frog grow and change? Write a composition describing what a frog looks like as it grows.



Draft: _____



On a separate sheet of paper, write to the prompt below. Use a graphic organizer to plan. Use words from the prompt in your answer.

Prompt: Think about what makes a good citizen. What are some things people can do to be good members of their community? Write a composition describing what you can do to be a good citizen.



On a separate sheet of paper, answer this prompt.

Prompt: People can send things all over the world. What is one way that a person could send something a great distance? Write a composition describing how an item might travel.

Journal

A **journal** is a notebook in which you can write about anything you want. You can tell a true story about your life. You can tell your thoughts and feelings. Often, you are the only one to read your journal.

Typical Parts of a Journal Entry

- The date at the top of the page
- A beginning that tells what the entry is about
- Interesting, important details that show your thoughts and feelings
- Informal words and phrases that sound like you
- The pronouns *I*, *me*, and *we*



Beginning

Perhaps tells about an important event or main idea.

Details

Show why the event was important and how you felt.

Pronouns *I*, *me*, and *we*

Show that it is about you or someone else.

March 24

- Today was my birthday. I got the best surprise ever! Mom took me to an amusement park. It was just the two of us. **As soon as** we got there, we met my favorite fairy tale hero. She told us some of her adventures. It was awesome! **When that was over**,
- we went on the bumper cars. I was super excited because I got to steer. Mom pushed the pedals. I was not tall enough to reach. Mom called me "Peanut"! **After that** we went on the spinning tea
- cups. I was so dizzy I could hardly walk. I was not too dizzy for a snack, though! We got chocolate space ice cream. It was the best birthday!

Other Journal Uses

Brainstorming
Sketching
Diary Entries
Note-taking
Rough drafts
Definitions
Memories
Learning Log

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



Something exciting that happened this week was _____
_____. As soon
as _____.

When that was over, _____

_____. After that, _____

_____.

The whole time, I felt _____.



_____. At first,

_____.

_____. Soon, _____

_____.

_____. Finally, _____

_____.



On a separate sheet of paper, use your prewriting plan to write a journal entry, or make a new plan about an important or interesting thing that happened to you.

Description

A **description** tells what something is like. It uses specific words and details to paint a picture of the topic. These words help the reader see, feel, hear, and sometimes smell or taste what is being described.

Parts of a Description

- A topic sentence that introduces the main idea
- Exact words and vivid details that tell the reader exactly what the topic is like
- Sensory details that help the reader see, hear, smell, taste, and feel things
- A closing sentence that wraps up the paragraph



Topic Sentence

Tells the main idea

Exact Words

Paint a clear picture for the reader

Sensory Details

Explain sights, sounds, smells, tastes, and feelings

Closing Sentence

Wraps up the paragraph

- My Nana's house is the best place to dunk cookies and basketballs. As soon as you open the door, you **smell** Nana's **sweet** oatmeal cookies. Inside are dozens of **pictures** of my family. My favorite one is from Nana's trip to Alaska. It's a
- **photo** of her riding a dog sled! Our next stop is the kitchen. There, we have **warm, chewy** cookies and
- **ice cold** milk. Behind the house, Nana teaches me how to shoot hoops. She still has a perfect free throw. She never misses! I think all the neighbors can hear her **laugh and cheer** every time she sinks one. She **holds** my hands and helps me aim at the hoop. My **heart races** every time. After dinner, Nana drives me home. I never want to
- leave her house, but I love getting a ride in her cool old convertible!

Other Transitions

Near
Outside
Beside
Between
Around
On top of

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



There's no place in the world like _____
_____. As soon as you open the door, _____
(see) _____

_____. (smell) _____
_____. (feel) _____

_____.



_____. (see) _____

_____.

_____. (smell) _____
_____.

_____.



On a separate sheet of paper, use your prewriting plan to write a description, or make a new plan to write about your favorite outdoor place.

Friendly Letter

A **friendly letter** is a letter with five parts that you write to a friend or relative. This kind of letter often gives news or tells about something interesting that happened.

Typical Parts of a Friendly Letter

- Correct form that includes a heading, greeting, body, closing, and signature
- A clear purpose, or reason, for writing
- The writer's feelings and thoughts
- Details about an interesting or exciting event
- Words that sound the way the writer talks



Heading

Tells the writer's address and the date

6733 Maple Avenue
Montclair, NJ 07042
March 24, 2012

Greeting

Tells who the letter is written to

Dear Kathleen,

Body

Often includes details and feelings about an interesting event

Wait until you hear about my weekend! Yesterday, I went on the best roller coaster. My dad rode with me. First, we went way up in the sky. Then, we dropped almost straight down. I felt like my stomach jumped into my throat! Everyone screamed, even my dad. After that, the coaster made two loops. I was so glad that my mom had my hat. I am sure I would have lost it! You would love this roller coaster. I can't wait to ride it with you. See you soon!

Closing and Signature

Tell who wrote the letter

Your friend,
Mario

Other Closings

Sincerely
Your pal
Yours truly
Love
Best regards

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



Dear _____,

Your friend,



Dear _____,

Yours truly,



On a separate sheet of paper, use your prewriting plan to write a friendly letter. Include all five letter parts.

Response

A **response** is writing that tells about what you have read and what you think about it.

Parts of a Response

- An interesting opening
- A topic sentence that mentions the title
- Details and examples that tell something about the selection. For a story, they tell about the characters or what happens.
- The writer's thoughts, feelings, and ideas about the selection



Topic Sentence

Includes the title

Details and Examples

Tell about the selection

Writer's thoughts and feelings

Have your parents ever said you are too picky?

→ Well, I would tell you and them to read Goldilocks: A Modern Tale. In that story, Goldie is just too hard to please. **To start with**, Goldie becomes a judge on a cooking show. She tastes three kinds of pizza. She says Dad Bear's pizza is icky because it has too much sauce. **Then** she dislikes the cheese on Mom Bear's pizza. When she tastes Kid Bear's peanut butter pizza she says, "Hmm. This is pretty odd." **Later**, she wins a trip to the mountains. The bears loan her some skis.

→ I thought she would be happy, but she was not. She says they are the wrong color! She does not even say "Thank you." I could not believe that she was so rude. **In the end**, Goldie learns not to be so picky. She even starts to like peanut butter pizza! I thought Goldilocks: A Modern Tale was a great book!

Other Transitions

First of all
Second
Plus
Another
So
Finally

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



In the story _____

_____.

To start with, _____

_____. Then _____

_____.

Later, _____

_____. In the end, _____

_____.



As we read _____

we learned _____

_____.

_____. First of all, _____

_____.

_____. Plus, _____

_____.

_____. Finally, _____

_____.



On a separate sheet of paper, use your prewriting plan to write a response, or make a new plan to write about how another character changed during a story.

Personal Narrative

A **personal narrative** is a true story about something that happened to the writer. A personal narrative about the writer's life may also be called an autobiography.

Parts of a Personal Narrative

- A beginning that grabs readers' interest
- Events that really happened to the writer, told in time order, or sequence
- Interesting details that elaborate events
- Use of the pronoun *I*
- An ending that tells how the story worked out or how the writer felt



Beginning

Makes readers want to find out more

Events

Tell what happened in time order

Interesting Details

Include sights, sounds, and feelings

Ending

Wraps up the story and tells how the writer felt

When I danced in my first talent show last year,

- I got a big surprise! It all started when the red curtains opened. Rows of kids sat looking up at me. I stood really still and waited for the music to come on. **At first**, I just worried about messing up my moves. **Then** I had something else to worry about.
- The music didn't start! I panicked. I ran off the stage to where Mrs. Meeks had the equipment. The computer battery had died. Suddenly I had an idea. I dug my MP3 player out of my backpack. We plugged it into the speakers, and
- my song started blasting! **Finally**, I ran back onstage and danced like nothing had happened. I guess I did okay,
- because everyone cheered at the end. Whew, what a close call!

Other Transitions

First
Next
After that
During
After a while
Meanwhile
Later
Last

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



One of the hardest things I ever did was _____

_____.

At first, _____

_____.

_____. Then _____

_____.

_____. Finally, _____

_____.

When it was over, I felt _____

_____.



_____.

_____. First, _____

_____.

_____. After that, _____

_____.

_____. Finally, _____

_____.



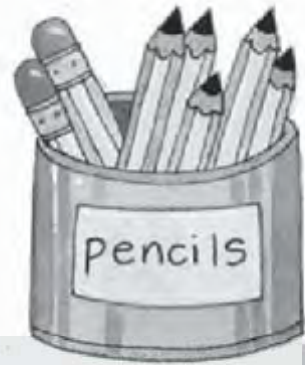
On a separate sheet of paper, use your prewriting plan to write a personal narrative, or make a new plan to write about something you did that made you proud.

Humorous Poem

A **humorous poem** is a funny poem that is usually written in short lines or phrases. It has a rhythm, or beat, and often uses rhyming words.

Parts of a Humorous Poem

- A funny or unusual topic
- Amusing words, characters, or events
- Exact words that create a clear picture for readers
- Onomatopoeia, or sound words, like *click* or *crash*
- Often, rhyming words at the ends of lines



Rhyming Words

Make a pattern of sounds

I giggled at the elephant.
 → I smiled at the clumsy **giraffe**.
 A hippo slipped on a puddle.
 → His loud honking yell made me **laugh**.

Onomatopoeia

Helps readers hear the sounds

When I turned to tell my sister,
 → SMACK! I walked right into a **tree**.
 And as I rubbed my head, I heard
 A mockingbird laughing at **me**!

Other Rhyming Words

Three, tree, be
 Tail, mail, trail
 Wing, sing, thing
 Fur, sure, purr
 Bark, park, spark
 Run, fun, done
 Hair, bear, fair

Exact Words

Paint a clear picture

In black and white coats,
 → The penguins stomp, spin, and clap.
 I wish I could join their icy dance party.
 Then the dancers break for lunch.

Amusing ideas and characters

→ EW!
 A bucket of slippery fish?
 Maybe I'll stick with hockey.

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



Clarabelle the cow had lots

_____ dirt

_____ hurt

_____ pail

Splat! _____ tail





On a separate sheet of paper, use your prewriting plan to write a humorous poem, or make a new plan to write a poem about a funny animal.

Story

A **story** tells about characters who face a problem. The plot is usually told in time order, or sequence, and shows how the characters solve the problem.

Parts of a Story

- A plot with a beginning, a middle, and an end
- Characters, a setting, and a problem that are introduced in the beginning
- Dialogue that shows characters' feelings
- Vivid details to create a clear picture for readers
- An end that shows how the problem is solved



Beginning

Introduces the characters, setting, and problem

→ A loud, terrible noise from the TV filled Jada's room. "What is that screaming?" she asked.

"It's an emergency signal," Mom explained. **Just then**, a man's deep voice came on. He said there was a tornado warning.

Middle

Vivid details show how the characters work to solve the problem

→ "Oh no! What should we do?" Jada cried.
 "We have to get in the closet," her mom said. She grabbed the radio from the kitchen counter. They dashed to Mom's bedroom closet. They huddled together on the floor.

Dialogue

Shows characters' feelings

→ "If there's a tornado, it is best to be away from doors and windows. We need to be in the middle of the house, not by the outside walls," Mom said. **While** they waited, they listened to the radio. **Soon**, the tornado passed.

End

Shows how the problem is solved

→ "I am glad that's over," said Jada. "I would rather curl up on the couch than in the closet!"

Other Transitions

First
 Next
 After that
 As
 During
 After a while
 Meanwhile
 Later
 Finally

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



Franco looked out the kitchen window and gasped. The snow had already piled up as high as the windowsill! _____

_____. Just then, _____

_____. While _____

_____. Soon, _____

When it was over _____



_____. At first, _____

_____. Following that, _____

_____. Last, _____



On a separate sheet of paper, use your prewriting plan to write a story, or make a new plan for a story about a natural disaster or other unusual situation.

Persuasive Paragraph

A **persuasive paragraph** is a paragraph that gives a writer's opinion as well as reasons to support that opinion.

Parts of a Persuasive Paragraph

- The writer's opinion or goal
- Reasons why the reader should agree with the writer
- Linking words to connect an opinion with reasons
- Facts and examples that elaborate the reasons
- A closing that wraps up the writer's goal and reasons



Beginning

Tells the writer's goal or opinion

Reasons

Tell why readers should agree with the writer

Facts and Examples

Explain the reasons

Closing

Wraps up the writer's goals and reasons

- If you want to feel great and have fun, I know how. Exercise! If you exercise even a little every day, you will feel better and have a great time. **First of all**, exercise is good for your body because it makes
- your muscles and bones healthy. Therefore, it helps keep your heart healthy, too. **Another reason** to exercise is that keeping your body active will help
- keep your mind active, too. This might help you pay more attention in school. You may even get better grades! **Finally, the best reason** to exercise is that it is a lot of fun! Playing soccer, dancing, swimming, and jumping rope are all great ways to exercise. Exercise
- is not only a great way to stay healthy, it's a great way to stay happy.

Other Transitions

To start with
One reason
The second reason
In addition
Also
After a while
As well as
Later
Last

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



Everyone should recycle their cans, bottles, and newspapers. The first reason is _____

_____. Another reason _____.

_____. Finally, the best reason _____



_____. One reason _____

_____. The second reason _____

_____. Last, _____



On a separate sheet of paper, use your prewriting plan to write a persuasive paragraph, or make a new plan to write about why people should visit your local park.

Compare or Contrast

Paragraphs that **compare** tell how things are alike.

Paragraphs that **contrast** tell how things are different.

Parts of Compare or Contrast Paragraphs

- A topic sentence that tells what the paragraph compares or contrasts
- Connecting words and details elaborate how the two things are alike or different



Paragraph That Compares

Topic Sentence
Introduces what is being compared

Biographies are **like** autobiographies in many ways. **One way they are alike** is that they tell about a real person. **Also**, the things that happen in these books are true. **Another way that they are alike** is that you can find both books in the

Details That Compare

same part of the library. **Both** kinds of books **also** have lots of facts that can be used in reports.

Other Words That Compare
Similar
Compared to
In common

Paragraph That Contrasts

Topic Sentence
Introduces what is being contrasted

Biographies and autobiographies have some big differences. **One difference is that** a biography is about another person, **but** an autobiography is about the writer. **Another difference** is that an autobiography uses words such as *I*, *me*, and *my*. **In**

Connecting Words

contrast, a biography uses words such as *he* or *she*. In an autobiography, the

Details That Contrast

author can tell how he or she felt, **but** a biography can only give known facts.

Other Words That Contrast
Different
Instead of
However

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



_____. One way they are alike is _____

_____. Another way they are alike is _____

_____. _____

_____. Both _____



_____, _____

_____, but _____

_____, _____

_____. In contrast, _____



On a separate sheet of paper, use your prewriting plan to write a compare or contrast paragraph—or make a new plan to compare or contrast two stories.

Instructions

Instructions teach the reader how to do or make something. They give all the steps the reader must follow.

Parts of Instructions

- A topic sentence that tells what the instructions will explain
- A sentence stating all of the materials and supplies needed
- Words that show the order of the steps
- Exact words and details that explain each step
- A closing sentence that tells why the instructions are important or useful



Topic Sentence

Introduces the main idea

Materials

Tell everything the reader needs

Order Words

Show the order in which the steps should be followed

Closing Sentence

Tells why the instructions are useful and fun

Have you ever wished for a snowstorm even when it's warm outside? Here is how to make snowflakes you can keep inside all year. You will need white paper and scissors. **First**, fold the paper in half several times. Fold it any way you like. You can fold it up and down, sideways, or corner to corner. **Then** use scissors to cut lots of shapes from each side. Cut different shapes, such as squares, diamonds, and squiggles. Be sure not to cut away all the folds. You will need some folded parts to hold the paper together. **After** you cut, open the paper. It will look like a lacy snowflake. Hang it anywhere you like. Make a few more and you will feel like you live in a big snow globe!

Other Transitions

The first thing
Second
Next
Once that is done
After a while
Following this
Third
Last

Name _____

Follow your teacher's directions to complete Frames 1 and 2.



Something that is a lot of fun to do is _____
_____. You will need _____
_____. First, _____
_____. Then _____
_____. After _____
_____. Finally, _____
_____.



It is easy to _____
All you need is _____
_____. The first thing _____
_____. Once that is done, _____
_____. Last, _____
_____.



On a separate sheet of paper, use your prewriting plan to write instructions, or make a new plan to write instructions that explain something else you like to do.

Research Report

A **research report** uses facts to explain a topic. It is made up of several paragraphs with details that come from more than one source.

Parts of a Research Report

- An introduction that tells or asks something interesting about the topic
- A body made up of one or more paragraphs
- A topic sentence and details for each paragraph
- A conclusion that sums up the report
- A list of sources you used



Introduction

Tells an interesting fact about the topic

- Many sports have unusual histories. Basketball may be the only sport that was once a school assignment, though! Here's how it started.

Body

Has one or more paragraphs with topic sentences and details

- **As the story goes**, basketball was invented in 1891 by a gym teacher named Dr. James Naismith. The athletes he worked with were bored being indoors all winter. Naismith was asked to find something to keep them out of trouble.

Luckily, he was reading about ancient Aztec and Mayan games. The old games gave him an idea. He nailed two peach baskets to a wall and tossed a soccer ball at them. Then he wrote down rules for a game with two baskets and a ball.

Conclusion

Sums up the report

- **Today**, basketball is not much like Dr. Naismith's game. However, the sport is now practiced around the world by millions of players.

Other Words to Support Ideas

So that
Because of
As a result
For example
To sum up
For instance

Name _____

Follow your teacher's directions to complete this page.



Have you ever wondered how people got the idea to start playing _____?

[illegible]

Think of a sport you would like to learn about. Look up facts in books, encyclopedias, magazines, and the Internet. Take notes on index cards. Then write a research report.



On a separate sheet of paper, use your prewriting plan to write a research report, or make a new plan to write about an activity you enjoy.

New Vocabulary

Learning and using new **vocabulary**, or words, can help you become a better writer. Understanding the meaning of new vocabulary can help you explain your ideas.

- Use a dictionary to find the meaning of new words.
- Use a thesaurus to find words that have the same or nearly the same meaning.
- Make a list as you learn interesting new words. You can use these later to revise your writing.

Dictionary

mutter (*verb*): **1.** To say something quietly in a way that is unclear or difficult to understand; **2.** To speak quietly with lips partially closed; **3.** To complain or grumble

Thesaurus

mutter (*verb*): murmur; speak softly; talk softly; mumble; whisper; grumble

My New Vocabulary List

mutter

- Meaning: speak quietly in a way that's hard for people to understand
- Sentence: I heard him **mutter** an apology.
- Use instead of: whisper, say, talk



To Learn New Vocabulary

- 1.** Write the word.
- 2.** Put the definition in your own words.
- 3.** Use it in a sentence.
- 4.** Think about how you can use the word in your writing.

Name _____

Follow your teacher's directions to complete this page.



cottage (*noun*): a small house, often with only one main room

Meaning(s): _____

Sentence: _____

Use instead of: house, shack _____



moccasin (*noun*): 1. a soft slip-on shoe, usually made of leather, invented by North American Indians; 2. a poisonous snake

Meaning(s): _____

Sentence: _____

Use instead of: _____



In your journal, start a list of new vocabulary. Write the meaning in your own words, and come up with an example sentence for each new word.

Language for Audience and Purpose

When you write, always plan for your audience and purpose. Your **audience** is the people who will read your work. Your **purpose** is the reason you are writing.

Audience

- Think about what your readers are like. Choose words you would use when talking to them.
- Choose words and ideas that match your readers' age group and interests.

Purpose

- Decide if you are writing to inform, to persuade, or to express.
- Choose the right form and voice for your purpose.



Topic: the school play

Form: letter

Audience: my cousin

Purpose: to tell how I felt

Our school play tonight was awesome! I was totally scared because I had to sing by myself. When the music started, my legs shook.

Topic: the school play

Form: announcement

Audience: adults

Purpose: to give facts

The school play is this evening at 7:00 P.M. Tickets are \$2 each and will be sold outside the cafeteria all week. The doors open at 6:30 P.M.

Name _____

Follow your teacher's directions to complete this page.



Topic: field trips

Form: letter

Audience: School P.T.A.

Purpose: Persuade the P.T.A. to choose better field trips.

We need to think about where we are going on

the next field trip. _____



Topic: gym equipment **Form:** personal narrative

Audience: _____

Purpose: _____

As I landed on the gymnastics mat, I took a

deep breath. Yuck! It smelled like mold. _____



Look over a paragraph you have written. Tell who is the audience. Tell what is your purpose. Revise the paragraph. Use words for your audience and purpose.

Language to Affect Readers

The words you use can greatly affect how your readers think and feel. For this reason, choose words and details carefully to elaborate the main idea.

Choosing the Right Words

- Think about your **audience** and **purpose**.
- Decide your **task**. Do you want to persuade, inform, or express?
- For persuasive writing, use words that make readers want to do something or agree with you.
- For informative writing, use exact words to explain facts and help readers understand the topic.
- For expressive writing, use vivid sense words to help readers see, hear, and feel what you are describing.
- Use similes to help readers better understand your thoughts.



Effect I want: readers to feel as if they were at the game

Draft:

The band marched onto the football field. Every member stepped at the same time. Together, they looked **like a huge centipede** with feet moving at the **same pace**. **BOOM! BOOM! BOOM!** I could feel the **pounding** of the drums in my chest.

Name _____

Follow your teacher's directions to complete this page.



Effect I want: readers to hear creepy night sounds

Draft: *Creeeak.* I heard a door open down the hall.

I slid under my covers like a worm in garden soil. _____



Effect I want: readers to see and feel what

_____ is like

Draft: _____



Reread a paragraph you have written. Choose the effect you want. Add or change words.

Using Your Computer

On your computer, you can type and edit your writing. You can also use electronic resources such as encyclopedias and dictionaries to help make your writing better.



Word Processing

- Practice typing so that you get faster.
- Type your writing into a word processing program.
- Change the style of the text to make it look nicer when publishing your work.

The Best Day of Summer

Last summer I had a great time. There was one day that was more special than any other.



Electronic Dictionaries

- Use the search bar to look up a word.
- Sometimes you can click on other words in the entry to see more definitions.
- Many words have more than one meaning. Learn these new words by using them in sentences.

The screenshot shows a web browser window with a menu bar (File, Edit, View, Favorites, Tools, Help) and an address bar containing "www.---.org". The main content area displays the word "chipper" with "2 entries found." Below this, two definitions are listed:

1 chipper (noun) a machine that grinds up logs and tree trunks into wood chips (Example: *Last weekend I helped my dad put the Christmas tree through the chipper, and now we have more firewood!*)

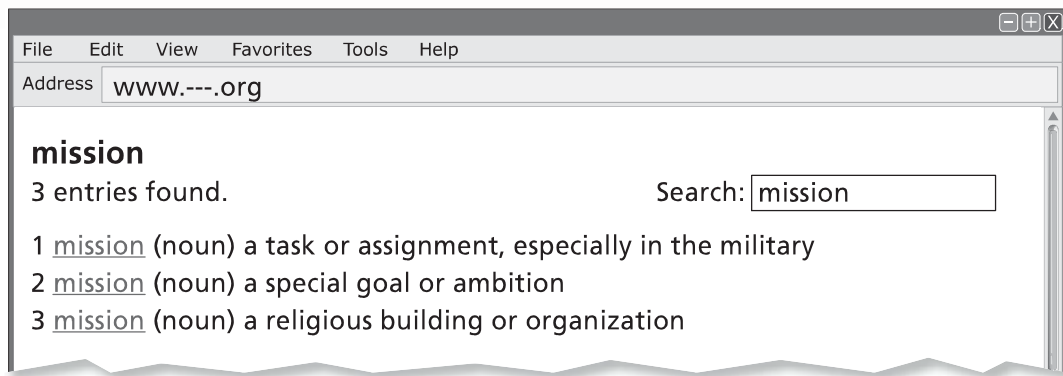
2 chipper (adjective) marked by or being in good humor and health (Example: *The teacher made early morning classes more fun with her chipper attitude.*)

A search bar on the right contains the text "chipper". Two callout boxes are present: one labeled "Links to definitions for other words" with lines pointing to the underlined words "machine", "grinds", and "humor"; another labeled "search box" pointing to the search input field.

Name _____

Follow your teacher's directions to complete this page.

We Do
1

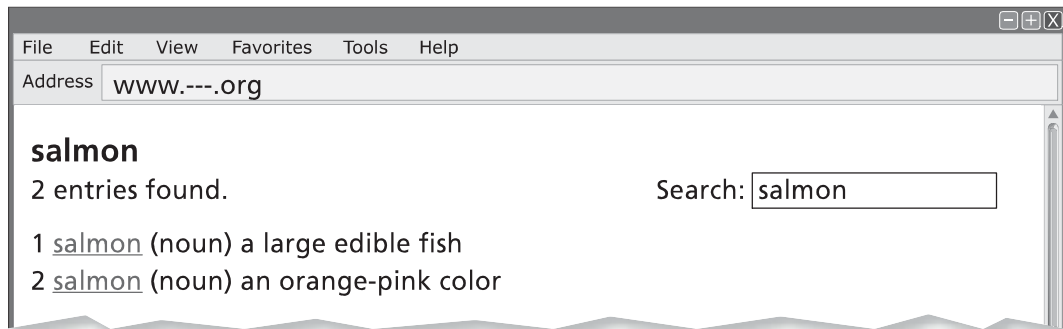


Sentence #1: The mission held a winter coat drive.

Sentence #2: _____

Sentence #3: _____

You Do
2



You Do
3

Use an electronic dictionary to search for the definitions of *shock* and *experiment*. Write an example sentence for each word meaning you find.

Researching Online

Using the Internet is a great way to find information. Once you have a topic to research, you can search for websites to answer your questions.



Using Websites

- Encyclopedias, dictionaries, magazines, and newspapers can all be found online.
- Each website has an address, called a URL.
- When you take notes, write down the URL of the website. Look for the author and the date.

The diagram illustrates a web browser window with the following components and callouts:

- URL:** Points to the address bar showing `http://www.---.org`.
- Website title:** Points to the main heading **THE FIRST CARS**.
- Author's name:** Points to the text **ABOUT US** by Edmund Johns.
- Date published:** Points to the date 9/20/11.

The website content includes a sidebar with **LINKS** and **NEWS** sections, and a main text area that reads:

Can you imagine life when the only way to get around was by horse-drawn car? The first cars as we know them were created in the 1800s. Inventors figured out how to create an engine that ran by heating coal. Soon after that, cars were created that ran on gas. The first gas powered car built in America was in 1893.

Notes:

Car engines

- first ran on coal
- in 1893, cars made that ran on gas

Name _____

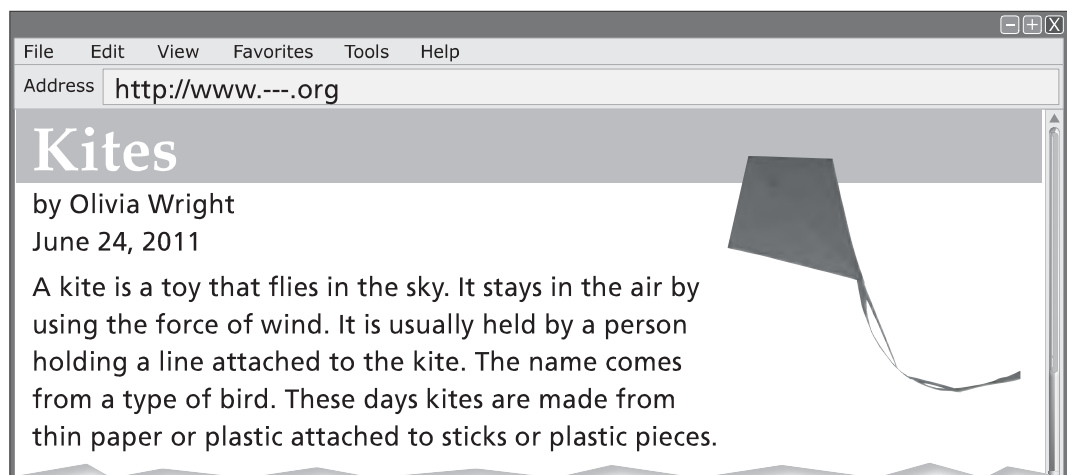
Follow your teacher's directions to complete this page.

We Do
1



Notes: Flamingos' appearance

You Do
2



You Do
3

Choose a topic for your research report. Find a website with useful facts. On a separate sheet of paper, write notes about your topic.

Rubrics

A **rubric** is a chart that helps you when you write and revise. Score 5 tells you what to aim for.

Score 5	<p>My paper is complete and says everything I want to say.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I support each idea with important details that tell more. <input type="checkbox"/> My paper is clearly organized and fits my purpose. <input type="checkbox"/> I use exact words and a variety of sentence types. <input type="checkbox"/> There are few or no errors in grammar, spelling, or punctuation.
Score 4	<p>My paper is complete and shows my purpose for writing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I support my main ideas, but I may need more details. <input type="checkbox"/> My paper's organization fits my writing purpose. <input type="checkbox"/> I use some exact words, but I need more sentence variety. <input type="checkbox"/> There are few errors in grammar, spelling, or punctuation.
Score 3	<p>My paper doesn't fully address my topic or my purpose.</p> <ul style="list-style-type: none"> <input type="checkbox"/> My supporting sentences are weak or unclear. <input type="checkbox"/> I chose an organization but haven't followed it well. <input type="checkbox"/> My sentences ramble or all begin the same way. <input type="checkbox"/> There are several errors in grammar, spelling, and punctuation.
Score 2	<p>My paper shows only that I tried to address the topic.</p> <ul style="list-style-type: none"> <input type="checkbox"/> My paper has very few supporting sentences. <input type="checkbox"/> My paper is too short to show whether I organized it. <input type="checkbox"/> Many mistakes make my paper hard to understand.
Score 1	<p>My paper doesn't address the topic.</p> <ul style="list-style-type: none"> <input type="checkbox"/> My paper has no supporting sentences. <input type="checkbox"/> My paper is incomplete. <input type="checkbox"/> My paper cannot be understood because there are too many mistakes.

NEW JERSEY JOURNEYS

Writing for New Jersey

Student Handbook

Grade 3



HOUGHTON MIFFLIN HARCOURT



1429039-LV 3