

Introduction

What is *Daily Writing Fundamentals*?

Daily Writing Fundamentals is a series designed to enhance your current writing curriculum. Comprised of four books for grades 5–6, 7–8, 9–10, and 11–12, each volume includes student grade-level writing examples, as well as selections from well-known authors. The student examples have been gathered from over 30 years of teaching, and have been edited and revised throughout the years.

Developed by a group of five experienced language arts teachers, trainers, and literacy specialists, these brief daily writing activities can fit into any classroom schedule.

Daily Writing Fundamentals is best practice!

Writing is a task that can be challenging for students to master. Other than grammar and mechanics, it is a skill closely connected to reading and critical thinking. Writing difficulties can be overcome through a variety of engaging activities such as making writing a collaborative experience. Most students enjoy reading and discussing other students' writing; it provides them with a sense of security, and may allow a greater sense of ease when analyzing and sharing their own writing.

Try the following best practices in your classroom:

- Study, evaluate, and discuss models of good writing with students.
- Provide students with opportunities to reflect on what good writing is and how writing can be improved.
- Encourage students to spend sufficient time on a piece of writing to learn from it.
- Have students write often and in every class.

Daily Writing Fundamentals is designed around these practices to provide helpful models that will encourage your students to think about writing, to improve their own writing, and to make the art of writing part of their own lifelong learning goals.

Using *Daily Writing Fundamentals*

The 32 weekly units are very flexible. Units can be adapted, questions can be combined, and you should feel free to add questions of your own. You may want to write the daily question on the board or on an overhead, or you can copy the five weekly questions and distribute them to students. Ample space has been provided throughout the book for you and your students to make notes.

The majority of the activities will only take your students a few minutes to complete. Some selections may take longer. Consider assigning these as homework.

The selections are numbered but don't have to be used in sequence. To focus on particular skill areas, use the convenient skill chart to find which selections address your students' needs.

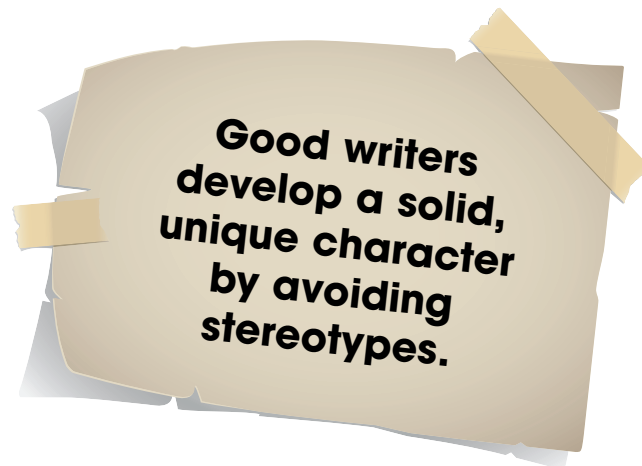
Note: It is important to review each selection before use with your class. Because the student examples have been gathered from real-life experiences, some students may be sensitive to the content.

Skill Chart

Skill	Section	Skill	Section
Analyzing writing	1, 8, 11, 12, 16, 17, 18, 19, 23, 24, 29	Persuasive writing	7, 19, 28
Audience awareness	1, 2, 7	Plot development	21
Author's purpose	1	Poetry	2, 16, 27
Author's style	10, 12, 16, 29	Punctuation	1, 3, 9, 13, 15, 18, 27, 29
Brainstorming	25	Responding to a prompt	4, 5, 9, 10, 12, 13, 16, 17, 18, 19, 22, 27, 29, 30, 32
Characterization/ character development	15, 21	Revision	1, 2, 5, 6, 12, 14, 18, 20, 23, 24, 26, 28, 30, 31
Clarity	1, 3, 5, 6, 9, 11, 12, 23, 24, 31	Sentence structure	10, 26, 29, 31
Effective introduction	3, 6, 10, 18, 22, 23, 29	Sentences—fragments and run-ons	8, 14, 24
Effective conclusion	3, 6, 7, 11, 24, 26, 30	Spelling	6, 12, 17
Figurative language	2, 4, 8, 10, 13, 14, 27	Supporting details	3, 4, 5, 6, 7, 9, 11, 13, 15, 19, 20, 21, 23, 24, 25, 26, 29, 30, 31, 32
Genre	17	Theme and ideas	7, 14, 20, 31
Grammar, usage, and mechanics	5, 11, 18, 22, 28	Thesis	18, 24, 25
Making connections	4, 12, 13	Tone/voice	4, 8, 10, 14, 15, 32
Organization	3, 9, 14, 25, 28, 30, 31	Transitions	6, 20
Paraphrasing	8, 10	Word choice	3, 5, 15, 17, 28, 30

Selection 21

Character Types	Goals in Life	Obstacles to the Goals	Outcomes
1. detective	1. to save a life	1. physical strength	1. called for help
2. thug	2. to frighten people	2. police	2. imprisonment
3. schoolgirl	3. to be President	3. scandal	3. disappointment
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.



Selection 21**Daily Student Prompts****DAY 1**

Complete the first column with more character types. Then fill in the other categories.

DAY 2

Pick one character type, and write a description that brings the character to life. Provide a name, age, appearance, and background.

DAY 3

Select a “goal in life” and provide details. Why would a character have this goal? What in his/her background could have created this desire? What steps could the character take to reach the goal?

DAY 4

Select one of these combinations, and use them to plan a story, adding details that would make the story logical and believable:

Character	Goal	Obstacle	Outcome
6	1	4	2
4	5	3	6
1	2	5	3
3	6	1	4
5	3	2	5
2	4	6	1

DAY 5

Using your plan, write the exposition for your story up to and including the establishment of the conflict.
