The Just Write Series

Grades 1–4+

Program Overview

A structured approach to creative writing
**What is Just Write?**

The *Just Write* series is designed to help all students become confident, expressive writers. Students are guided through the writing process from planning to publishing. Exercises and activities encourage creativity and provide great ideas to help children express their thoughts and ideas in writing. This series is perfect for teaching beginning writers the writing process and building students' confidence in their own writing. The *Just Write* series spans grades 1–4+ and comprises five student books and four teacher's guides.

**Grade 1**

*Write about Me*

*Write about My World*

*Write about Me and Write about My World Teacher's Guide*

**Grade 2**

*Just Write Book 1*

*Just Write Book 1 Teacher's Guide*

**Grade 3**

*Just Write Book 2*

*Just Write Book 2 Teacher's Guide*

**Grade 4**

*Just Write Book 3*

*Just Write Book 3 Teacher's Guide*

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Each section in *Just Write* focuses on a specific writing strategy and is based on a progressive, four-step process:

1. A definition of a specific writing element or strategy
2. Models for the students to read and use to identify this element or strategy
3. Exercises to practice the element or strategy
4. Writing assignments incorporating the element or strategy

Go to epsbooks.com/JustWrite to find:
- Research paper
- Sample lessons

**TO ORDER:**
Call 800.225.5750  Fax 888.440.2665  Online epsbooks.com
Write about Me and Write about My World for Grade 1

These books help children bridge the gap between thinking and talking about an idea and writing about it. Children build their writing skills as they develop ideas that have personal meaning to them. The books feature large spaces for drawing, student-centric illustrations, thematic word banks, and steps that lead young writers to add details to their writing and make content area connections. Teacher’s Guides include answer keys, lesson ideas, and extension activities.

Topics Covered

Write about Me (Grade 1)

All about Me
My Neighborhood
My Day
My Favorites
Senses (seeing, hearing, smelling, touching, tasting)
My Memories
Telling a Story
My Imagination
My Writing Ideas

Write about My World (Grade 1)

My World
Journals
Kinds of Sentences
Write about Action
Write about Then, Now, and Tomorrow
Write a Description (using the senses, describe feelings, describe shapes, describe size, describe places)
Working
My Community
My World Outdoors
Going Places
I’m Curious
Story Starters
My Writing Ideas
Just Write for Grades 1–4+

The entire Just Write series spans grades 1–4+ and teaches the writing process from planning to publishing. Just Write Books 1–3 are designed for students in grades 2–4+. Each section in the student books focuses on a different element of the writing process. Students read and think about models, practice writing skills in context, and apply those skills to their own writing. Teacher’s Guides include answer keys, lesson ideas, and extension activities.

Topics Covered

Just Write Book 1 (Grade 2)

Getting Started (brainstorming, categorizing, using a web)

Writing a Story (topic, sequence, story planning, characters, feelings, setting, problem, conclusion)

Capitals and Basic Punctuation

Using your Senses

Paragraphs (indenting, topic sentence, supporting details)

Expanding with Details

Word Choice (overused words, using comparisons)

Editing and Publishing (selecting a story, revising content, editing, choosing a title, publishing, about the author)

Story Starters

Just Write Book 2 (Grade 3)

Working with Sentences (capitals and punctuation, using describing words, writing interesting sentences, combining sentences, sentence checklist)

Working with Paragraphs (supporting sentences, writing and editing paragraphs, How-to paragraphs, paragraph checklist)

Working with Words (overused words, using comparisons)

Writing a Story (story planning, starting a story, characters, dialogue, point of view, feelings, senses, setting, problem, conclusion)

Editing and Publishing (finalizing the content, content checklist, editing checklist, publishing)

Resource Materials (story web, story map, story starters, synonyms, glossary)

Just Write Book 3 (Grade 4+)

Narrative Writing

Descriptive Writing

Expository Writing

Persuasive Writing

Organization of single- and multi-paragraph compositions
**Just Write Companion Materials**

Personal word books and journals from EPS perfectly complement the skills and topics introduced in *Write about Me*, *Write about My World*, and the *Just Write* books.

*Words I Use When I Write* personal dictionaries help students expand writing vocabulary and build a sense of word ownership as they collect and categorize words for writing. In addition, the open-ended formats of the *All Purpose Journals* provide a place for students to list ideas, record observations, and express themselves in writing.

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### How do I fit *Just Write* into my curriculum?

*Just Write* is a flexible writing program that can be easily integrated into any language arts curriculum. *Just Write* can provide structure and practice for a Writer’s Workshop model, or can be used as a stand-alone writing curriculum. The *Just Write* student books work well with *All Purpose Journals* and the *Words I Use* series, also published by EPS. Students can apply the writing skills they learn in *Just Write* to writing selections in their journals and can collect and categorize words in their *Words I Use* personal dictionaries.

### Features for You

- Each book takes students step-by-step through the entire writing process from brainstorming and prewriting to editing and publishing.
- Writing models and exercises follow introduction of concepts to help students develop and apply various writing skills.
- Child-centered drawing and writing activities emphasize observation and description.
- A variety of checklists are provided for content, editing, and proofreading.
- Teacher’s guides provide helpful teaching tips, lesson ideas, suggested book titles, and reduced-page answer keys.

### Benefits for Your Students

- Students learn the process of writing and can apply their knowledge to all types of writing, including writing prompts encountered on standardized tests.
- Students have the opportunity to read models and apply what they’ve learned in developing and expanding their own writing.
- Beginning writers are able to make real-world connections and write about what they know best—themselves and their world.
- Students are given the tools they need to effectively plan, write, edit, evaluate, and revise their work and become more independent, confident writers.
- Students engage in the writing process and are given the opportunity to track their progress and understanding.
Students gain confidence in writing as they write about what they know best—their own lives.
Large areas are provided for student illustrations and opportunities for students to write about their drawings.

Here is a picture of something I see at my school:

Use your new word banks to write about your picture.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Students progress from writing about their drawings to developing more structured stories.

Write about Me, p. 49

Draw a picture of the beginning, middle, and end of your story. Then write about each picture on the lines.

Beginning

Middle

End
Students are introduced to journal writing and encouraged to record their thoughts and ideas in a personal journal.

Your teacher may ask you to write in a journal. A journal is a good place to write about your world and the things that you do. It is also fun to write about things that you did yesterday, last week, or last year. You can write about things that you want to do tomorrow, on the weekend, or next summer. You can write about your feelings, ideas, or dreams. You can write about anything! You might write once a week or once a day. Sometimes you might write a sentence or two in your journal; other times it might be a full page or a picture. You can always use an idea from your journal to write a longer story later. Journal writing can happen at home, outdoors, in a streetcar, or before going to bed.

Here is a page from a journal:

January 20

Yesterday was bad. I went shopping with my Mom and her friend.
All of a sudden I couldn’t see them.
I was lost! That was scary.
I looked for them all over. Finally I went to the information booth at the mall.

There they were! We were all happy.
An asking sentence

Some sentences ask a question.
Read these questions.

What are you doing?
Where is the park?
When will it snow?

A question begins with a capital letter and ends with a question mark.

This is a question mark:

Here is my question mark:  

Read these questions. Circle the capital letter and the question mark in each one.

1. Why did he cry?
2. What day will you come?
3. How did she fall?

Reminder

Practice writing more sentences in your journal. Start by thinking about the things you like to do.
Graphic organizers provide structure for students’ prewriting and help them organize their thoughts.

Using a Web to Organize Details

You already know that a web can help you brainstorm for ideas. A web can also help you organize your story. This web has details (more information) about the topic of the story. The writer picked a topic, wrote it on the lines in the middle of the web, and then brainstormed for details.

Fluffy is a sad puppy
he has no home
the circus comes to town
Fluffy joins the Circus
Fluffy goes to the circus and hopes to see kids there
one of the clowns asks Fluffy to be in the circus
Fluffy joins the circus and lives happily ever after

Exercise 1

Pick a topic, write it on the line in the middle of the web, and brainstorm for details about it. Write the details on the lines around the circle.
Exercises on word choice help enliven students’ writing and expand their vocabularies.

Sometimes people write the same words over and over in their stories. Some words that are used too much are *said*, *good*, *nice*, and *bad*. These words become boring if you use them all the time. Try to use different words that are more interesting than these words. (That doesn’t mean you can *never* use these words—just use other words as well.)

_Said_

Some writers use the word *said* too often. The following words are good replacements for *said*.

Suggestions to replace *said*:

- declared
- answered
- whispered
- asked
- screamed
- hollered
- yelled
- explained
- remarked
- shouted
- replied
- chuckled
- commented
- grumbled
Models give students examples of good writing and help them apply those elements to their own writing.


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Just Write Book 2, p. 153

Setting

The setting for a story is like a set for a play. When the curtain opens on a stage, you see scenery that shows you something about the setting. When you begin reading a story or a book, there usually is some description telling you when and where the story takes place.

• Practice

Think about the setting in the following paragraph. Look for words that will give clues about the time of day and the weather.

Suzy sits on her stoop next to her empty glass of lemonade. Drops of sweat dribble down the side of her face. She wants to take off her shoes, but she knows the pavement would be too hot for bare feet. She looks up, squinting in the sunlight, and watches a bird soar high above the buildings. “If only I could fly like that,” she thinks to herself, “and feel the wind on my face.” Suzy sighs and wipes her forehead. Her older sister, Shanda, opens the door.

“Hey Suzy,” she calls, “want to cool off?”
“You bet I do,” Suzy groans, “what can we do?”
“Follow me,” says Shanda, handing her a towel and a fountain in the park!

What is the weather like? _____________________________

Underline the words that are clues about the weather.

Where do you think this story takes place? ____________

Just Write Book 2, p. 126

A variety of checklists help students effectively edit and refine their writing.

Editing

The next step is to check your punctuation and capital letters to make sure you have used them correctly. Check the spelling of any words that you think you might have spelled wrong. Use classroom resources such as dictionaries and textbooks, or ask your teacher for help. It’s a good idea to keep a list of words you use often in your writing. Then you can just look at your list when you’re not sure how to spell a word.

Editing Checklist

☐ Did you use a capital letter at the beginning of each sentence? For names and titles?
☐ Is there the correct punctuation at the end of each sentence?
☐ Did you indent your paragraphs?
☐ Did you use complete sentences?
☐ Did you put quotation marks around what each person says?

☐ Did each speaker start on a new line?
☐ Is your handwriting clear and easy to read?
☐ Did you correct or underline misspelled words?

On the page that has your story, mark any changes you need to make. Try to write neatly so that you can still read your story easily after you make the changes. Be sure you’ve added all the new words you want to include. Fix your spelling, punctuation, and capitals if you need to. Then read your story out loud again. Make sure your new changes make sense.
Chapter 6. Telling More

Expanding with Details

Page 112. Remind the students of the importance of details and tell them that when they give interesting details, people will really enjoy reading their stories. Ask them what words they can use to help them think of details to add to their story.

Pages 113–115. It might be helpful to choose one of the exercises from these pages to do together as a class to be sure they understand the exercise. Once the students have completed the exercises on these pages, have them read their sentences to the class so that they see the variety of details that can be added in each category. Once the students understand the premise of this exercise, you can have them write a few simple sentences individually, then give their sentences to a classmate to expand with who, what, where, when, why, or how. The students can share their expanded sentences with their partner.

Page 119. It would be good to use the first paragraph for discussion. Ask the students what kind of details they could add before they begin to work on their own paragraph.

Chapter 7. Word Choice

Page 122. At this point, there should be a class discussion on how boring writing becomes when words are overused. This may be a good place to introduce the idea of synonyms. Discovering new ways to say something familiar can be exciting.

Overused Words

Page 123. Choose a book with a lot of dialogue and have students search for the different words the author uses instead of said. Tell the students that they can refer to the list on page 123 for some ideas.

Pages 123–126. Have the students brainstorm a list of some interesting words to replace said, bad, good, and nice and post them in a visible spot in the classroom so students can refer to them when they write. The list can include words from the book as well as words that the students come up with on their own. Perhaps you could create a point system where students receive points each time they use an interesting word correctly.

Using Comparisons

Page 127. As a class, read the three examples provided. It would help to discuss the concept of comparisons as a class before the students begin to write on their own. Depending on how well the students grasp the concept of comparisons, you may want to complete the five practice comparisons together.