Getting to Know Writing Coach 2012

**Introduction**
This guide shows how Prentice Hall Writing Coach provides targeted writing and grammar instruction for students in Grades 6–12. It explains the main features of the program as well as its design and organization. The examples given are pulled from Grade 7 materials, but the information provided can be generalized to any grade level.

**Program Organization**
Writing Coach provides materials in both print and digital formats. The resources for each format can be used to accommodate specific classrooms. For example, the teacher may want to refer to the print materials during whole-group instruction, and then incorporate digital features, such as the Interactive Writing Coach, for independent practice or homework activities. Print materials include a Teacher’s Edition and student edition for each grade level. The Teacher’s Edition provides point-of-use support to help easily modify instruction for below-level students, above-level students, and English language learners. Throughout all of the printed material, there are icons that reference digital activities on Writing Coach Online.

Writing Coach Online is the completely digital version of the program. In addition to housing the eText versions of the student edition and Teacher’s Edition, this online resource provides tools such as blackline masters, editable rubrics, interactive graphic organizers, an online journal, and more. The Interactive Writing Coach gives students instant, personalized feedback at both the paragraph and essay level. Every student receives individualized and targeted instruction based on the specific issues present in his or her writing. Both the print and digital components are organized in two, easy-to-use parts: Writing and Grammar. This design helps teachers find writing and grammar instruction that meets their students’ needs.
Here is a closer look at how writing instruction is organized.

**Writing Instruction**

The Writing section begins with four chapters called the Writing Game Plan.

The first chapter, “You, the Writer,” prompts students to think about how they use writing in their lives. The next three chapters focus on foundational skills related to types of writing, the writing process, and the building blocks of good writing. Chapters 5–12 are the Core Writing chapters.

Each of these chapters focuses on one of the major modes of writing, such as nonfiction narration or exposition. Within these chapters, there is a Feature Assignment that is related to a particular form within the mode. For example, within the “Nonfiction Narration” chapter, the Feature Assignment is a personal narrative.
The Core Writing chapters open with Big Questions and activities that help students make connections to the mode of writing. The Feature Assignment quick reference guide has bulleted explanations of mode characteristics.

This guide provides students with a resource they can reference throughout the writing process. In addition, students can learn about different types of writing within a mode by referencing the Other Forms guide.

**Mentor Text**  
After each chapter introduction, students review the Mentor Text. This text provides a professional model of the featured mode of writing. Each Mentor Text contains highlighted, numbered annotations that clearly illustrate characteristics of that specific mode. Students can also listen to an audio recording of the Mentor Text through Writing Coach Online. They will refer to the Mentor Text throughout the chapter.

**Student Model**  
The Mentor Text is followed by the Student Model, which provides a grade-appropriate model that students can use to benchmark their own writing.
The Student Model teaches students to think and read the piece critically using two unique strategies. The first strategy is called Use a Reader’s Eye, which provides a routine for deconstructing the Student Model.

As they read, students use designated symbols to document their reactions to the text. This helps them understand that people read with purpose, so they should write with purpose as well. The second strategy is known as Use a Writer’s Eye. This strategy helps students evaluate the text as writers and helps them identify the required features of a specific mode of writing.

These routines help students become familiar with the Student Model so they can use it as a guide for their own composition. Be sure to provide opportunities for partner talk and teacher or peer feedback during these activities.

**Prewriting**

After reviewing the Mentor Text and Student Model, students follow a consistent five-step writing process for the Feature Assignment. Each step is color-coded, making it easy for students to quickly find what they need.

The writing process begins with prewriting. When choosing a topic for the Feature Assignment, students may either select from the Topic Bank or come up with an idea of their own.

Then, students use targeted prewriting strategies to narrow their topics, consider their audience, and plan their pieces. The prewriting process always includes the use of graphic organizers. Students may create these organizers on their own or use the interactive graphic organizers available on Writing Coach Online.
**Drafting**

The next step in the writing process is drafting. Students follow the Outline for Success as they organize their ideas. This outline provides a visual guide specific to the writing task. Students use the bulleted suggestions for each part of their draft and refer to the Mentor Text as needed for additional guidance. They can also refer to a checklist for support as they draft their essays.

![Outline for Success](image)

**Revising**

Revising comes after Drafting. Throughout the program, students use the Revision RADaR strategy as they revise their work. This simple approach consists of four steps:

1. Replace
2. Add
3. Delete
4. Reorder

![Revision RADaR](image)
The Revising section starts with a Student Model that demonstrates how to use this strategy effectively. This model illustrates how the writer used the Revision RADaR to improve the essay from the first to the second draft. The Look at the Big Picture chart guides students as they evaluate how well their essays address purpose, audience, and genre. Then, the Focus on Craft feature gives students a chance to practice evaluating the Student Model for a targeted characteristic. Students revise their own work for this characteristic in the Fine-Tune Your Draft section.

**Editing**

The Editing section begins with What Do You Notice? This feature prompts students to focus on a particular grammar topic as they review a passage from either the Mentor Text or Student Model. The Grammar Mini-Lesson provides an opportunity to get additional practice. The Grammar section of the Teacher’s Edition explores this lesson in more detail. Finally, students evaluate their essays using a rubric. This rubric focuses on six traits of writing:

- Ideas
- Organization
- Word Choice
- Voice
- Sentence Fluency
- Conventions

**Publishing**

Publishing is the final stage of the writing process. During this lesson, students put finishing touches on their work. They consider their audience and determine the best way to publish their essays. Students then reflect on their writing. They record responses to reflection questions in their writing journals.

**21st Century Learning**

Every writing chapter also includes mini-lessons that give students a chance to apply the skills they have learned to 21st century communication methods. Make Your Writing Count and Writing for Media provide project-based lessons that build 21st century skills, such as collaboration, communication, and media fluency.

These lessons provide hands-on practice in developing projects such as

- Web sites;
- Blogs;
- Film trailers; and
- Video scripts.

**Writing for Assessment**

Each writing chapter ends with Writing for Assessment. This section provides a simple, easy-to-remember approach for tackling on-demand writing tasks.
The ABCDs of On-Demand Writing provides strategies for students to

- Attack the prompt;
- Brainstorm possible answers;
- Choose the order of their response; and
- Detect errors before turning in the draft.

Students then practice applying this strategy to sample essay prompts.

Grammar Instruction

Grammar concepts are taught in context during the editing stage of writing lessons, but the Grammar section of the Teacher’s Edition gives more in-depth grammar instruction.

The Find It/Fix It Grammar Game Plan chapters provide instructional mini-lessons that focus on the twenty most common grammatical errors students make. These chapters also give support for such errors as unnecessary commas and run-on sentences. There are references to the Core Grammar chapters, just in case students need additional practice. The Core Grammar chapters contain extensive instruction in grammar, usage, and mechanics.
Each Core Grammar chapter begins by integrating grammar and writing through the What Do You Notice? feature. An example from a Mentor Text provides a positive model of the concept. From there, the chapters follow a handbook format. Each numbered section provides information about a different rule. Each chapter also provides extensive practice for every grammar concept. The practice sections include both speaking and writing applications. Grammar chapters end with Test Warm-Up. This section gives students a chance to practice their skills within a standardized test format.

**Review**

This guide explained how Prentice Hall Writing Coach uses print and digital resources to provide targeted writing and grammar instruction. It also examined the program’s emphasis on process writing and the use of targeted, easy-to-use writing strategies. This guide also explored the Grammar Game Plan and Core Grammar chapters.

For more information, review the other Writing Coach materials on myPearsonTraining.com.