

# Preface

**E**ighty-six percent of our students qualified for free or reduced lunch. Fifty-five percent were transient. Thirty-eight percent came from families working at or below the poverty level. Yet none of them failed.

Instead, one hundred percent of our students passed the state writing test. One hundred percent of them wrote quality poetry, chapter stories, plays, and autobiographies. And all of them were motivated to write. This is because we provided structured writing instruction and tools that worked.

Our students learned to organize their thoughts with graphic organizers such as the “pickle sandwich” and the “tier cake.” They crafted interesting essays and stories using “Dress Me Up” devices such as Vivacious Verbs, Awe-Inspiring Adjectives, and Mind-Bending Metaphors. They employed our TCUPSS editing tool and rubrics to revise and polish their work, and they completed the writing process by publishing.

These tools are part of this book’s curriculum. The method emphasizes careful modeling and guided practice to foster independence. We found that struggling writers became more confident when they used the scaffolds, while more able writers stretched the tools to their limits. This program can help your third- through sixth-grade students write well also.

Detailed lesson plans, clear objectives, and a multitude of reproducible figures and resources will allow you to easily duplicate our success. Your students will begin with simple essays and stories and build on their knowledge weekly. By the end of the year, they will craft notable chapter stories and newspaper articles. Furthermore, specific chapters help to diagnose and fix common writing problems and to prepare students for state writing tests.

Teaching writing is a process, not a formulaic task, and there are many ways to achieve success. We are confident that this method makes writing instruction easier, and, as a result, we believe all of your students will write as successfully as ours wrote.