



Introduction to the The Night Writing Project

From Knox Education



What is Night Writing?

It is a fun practice process that brings students into writing with ease, creativity and a great deal of enthusiasm. It is not a substitute for writing instruction, nor is it simply more “homework”; it is a way to “hook” students into writing meaningfully. Students receive a new writing prompt and supporting graphic organizers, revision ideas, and editing checklists for each weekly packet on Monday. Teachers provide a mini-lesson each day that guides that night’s step in the writing process—

- **Monday**-prewriting with a graphic organizer
- **Tuesday**- drafting
- **Wednesday**- revision with a weekly focus
- **Thursday**- editing
- **Friday** -publishing and sharing

We have had great success with the project for the last 7 years. Teachers from four northern California districts have contributed their lessons to make it a truly teacher designed program. Your involvement with professional development services from knoxeducation.com gives you access to these lessons in Microsoft Word format so you can change them as you may need or PDF format so you can just print them out as is. All we ask is that you consider contributing lesson ideas to make Night Writing constantly new and fresh for all teachers.

Join us, the **Night Writers!**

All Night Writing packets have been upgraded to reflect the California Common Core Standards.



To Access the Weekly Lesson Packets: **Spring Special**

Subscribers to the Knox Education website already have full access to all **40 Night Writing lessons and handbooks** as well as **everything else** on our website! If you are not currently a subscriber, please contact us about this year’s **Spring Special**...if you sign up for a subscription now, you receive the next four months **free PLUS** all of **school year 2014-2015** through **June 2015!**

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Night Writing Teacher Guide

Note: All Night Writing student packets have areas for rough drafts, planning, editing, and graphic organizers. Final drafts will be on **separate writing paper you need to staple at the back of their instruction packets**: one to three pages depending on the prompt. All prompts are for Grades 2-5, with specifics for 2-3 and 4-5 highlighted in the prompt or checklist.

IN CLASS	AT HOME
MONDAY	
<ul style="list-style-type: none"> Review the prompt. Have students spend two minutes with a partner discussing their ideas. Use that week's graphic organizer to plan your writing. MAKE SURE these graphic organizers are things you taught previously in the school year. Use the SAME graphic organizer that is in the Night Writing packet you are using for the week. 	Students use their graphic organizer and complete it at home.
TUESDAY	
<ul style="list-style-type: none"> Have students tell their story to a partner using their graphic organizer. You may want to use an appointment clock and have students meet with more than one partner to orally discuss their plan for writing. Tell the students to skip lines and write on one side of the paper in their NW booklet so that later in the week when they are editing they can do this more easily. 	Students will write their first draft of the piece for the week.
WEDNESDAY	
<p>30-40 MINUTES: Guide students through the revision process.</p> <ul style="list-style-type: none"> Read this week's prompt and review with the students the specific focus of the prompt, such as transition words, sequence words, sensory description, conjunctions, etc. "Power up" the vocabulary—have students use a thesaurus to find new words. Leads—Show students new ways to write a lead and then have them write 1-2 new leads for their piece on a large post-it. Mystery—Ask students, "What's the mystery in your story?" "How have you introduced that in the first paragraph?" 	<p>Have students revise writing of the first draft using suggestions they came up with during the teacher mini-lesson.</p> <p>Make sure they read the instructions in their packets to ensure that they get all the revisions and edits called for in the prompt.</p> <p>Students who stay focused during the lesson will not have much homework on Wednesday night.</p>
THURSDAY	
<p>With guidance, have students peer edit their revised pieces. You may want to use a group structure called "editing machine." To do this, have students get into groups of 3.</p> <p>Peer 1 checks for ending punctuation and capitals.</p> <p>Peer 2 checks spelling—reads it backwards, highlights (or circles) misspelled words, and tries to re-write the word using a carat above the incorrect word.</p> <p>Peer 3 checks format—indenting, margins</p>	<p>Students review their checklist against their drafts at home, complete corrections.</p> <p>They carefully rewrite their final draft and bring it with them Friday for review in class.</p>
FRIDAY	
<p>Students share their final drafts with each other. You may want to designate a bulletin board with a spot for every student to post their weekly Night Writing on Friday mornings. Students can browse each other's work and leave feedback on a post-it. Or students can simply place the writing on their desks and walk around to read each other's work. As a teacher you could randomly select 5-6 students weekly to give further feedback to, and perhaps enter a score in your grade book using the common core rubrics on our website.</p>	

Note: All Night Writing packets have been upgraded to include specifics to California Common Core Standards for the grade level, including new text type divisions and checklists.



Night Writing Lessons and Resources




Each document is available for download in PDF format and Microsoft Word format. All prompts can be used grades 2-5. Differences between grades 2-3 and 4-5 are highlighted in the text of the prompt.

Category	Filename
OPINION Writing	Opinion Writing Prompt Ideas List Opinion Writing - Business Letter-Choose Product Opinion Writing - Business Letter-Favorite Cereal Opinion Writing - FOOD Review Opinion Writing - Friendly Letter-saving water Opinion Writing - Invitation Opinion Writing - Topic Sentences
OPINION Writing: Response to Literature	Teacher Instructions for Opinion-Response to Literature Opinion Writing BOOK Review Opinion Writing-Response to Lit-4 Short stories-Pre Write and Response Opinion Writing-Response to Lit-Edit-Rewrite-Tortoise and the Hare
INFORMATIVE EXPLANATORY Writing	Informative/Explanatory Writing Prompt Ideas List Informative Writing - Animal You Know - Conjunctions Informative Writing - Cook Something Informative Writing - Fruit - Sensory Description Informative Writing - Key Words and Summary Writing Informative Writing - Paragraph Informative Writing - Summary - no topic suggested Informative Writing - Thank You Letter Informative Writing - Topic Sentences
NARRATIVE Writing General Writing	Narrative Writing Prompt Ideas List Narrative Writing - FAMILY W SPECIAL POWERS - Adding Details Narrative Writing - FOLKTALE-sequence words-figurative language Narrative Writing - FREE CHOICE STORY - make own organizer-transition words-details Narrative Writing - NEW PLANET-ALIENS-story mountain organizer Narrative Writing - NEW SCHOOL-story mountain organizer Narrative Writing - PET IS LOST-story mountain organizer Narrative Writing - Picture - PLANTING - Conjunctions-Transition Words Narrative Writing - Plan-Revise EMBARRASSING MOMENT Narrative Writing - Plan-Revise FAMILY Narrative Writing - Plan-Revise PROUDEST MOMENT Narrative Writing - Plan-Revise-Action Verbs-PERSON YOU LOVE Narrative Writing - TALKING SCARECROW-inside-outside traits Narrative Writing - TEACHER DISAPPEARS-story mountain organizer Narrative Writing - TIME MACHINE - make own organizer
NARRATIVE Writing Back-to-School Writing Basics 6-week review	wk 1 Narrative Writing - Sentences-Conjunctions- wk 2 Narrative Writing - Sentences wk 3 Narrative Writing - Sentences-Prep Phrases wk 4 Narrative Writing - Sentences-Prep Phrases wk 5 Narrative Writing - Action Verbs-Prep Phrase-Transition Words wk 6 Narrative Writing - Conjunctions-Transition Words-Prep Phrase
TEACHER RESOURCES	Teacher: How to Use Night Writing Lessons Guide Parent/Student Handbook

The Parent/Student Handbook for Night Writing:

Night Writer's Handbook



Student Name _____
 Grade: _____
 School: _____

This is a 6 sheet, folded-in-half, back-to-back booklet for parents and students to understand the focus and requirements of Night Writing and access the resources for Night Writers.

Inside the booklet includes:

- An introduction letter to families explaining the program and asking for their support.
- How to Do: **Narrative Writing**
- **Great Hooks:** how to interest your readers
- **Planning your story**
- How to Do: **Personal Narrative Writing**
- How to Do: **Opinion Writing**
- How to Do: **Informative/Explanatory Writing**
- **Key Word Strategy** and how to **take notes**
- How to write **topic sentences, conclusions, number statements, personal letters and more**
- **Capitalization** rules, and rules for **Commas, End Points, Colons, and Semi-colons**

All information incorporates the new California Common Core State Standards.

Sample pages...

Letter to Families

Dear Families,

We need your help! Our school has started a special new writing program called "Night Writing." The program requires students to write for at least 30 minutes every night without any interruptions – no television, music, phones, or brothers and sisters.



Your student writer needs to do all the work - without your help. You can help them by giving them the space at home to write and special time to do this project.

The goal of **Night Writing** is to provide a guided writing practice to support our daytime reading, writing, and assessment program at school. **Night Writing** is fun to do as well as a valuable learning experience.

This program is expected to be a great success at our school. We have provided grammar help, spelling tips, vocabulary hints, and descriptions of the three types of writing under the new **California Common Core standards: narrative** (who, what, why, where, when, and how and lots of adjectives are used to make the words make pictures in our mind), **opinion** (to convince someone), and **informative/explanatory** (a story with facts) in this handbook. Hopefully, it will be a good resource for your child as they complete the assignments.

Thank you for providing a safe, comfortable place for your student to successfully complete his or her writing tasks. The more we work together the better the learning experience for your child.


Thanks in advance for helping us.



Your Classroom Teachers

Language

Periods, Question Marks, Exclamation Points, & Quotations



PERIOD (.) is used to end a **declarative sentence** (a sentence that *tells* something) and an **imperative sentence** (a sentence that *requests* or *demands* something).

QUESTION MARK (?) is used to end an **interrogative sentence** (a sentence that *asks something*).

EXCLAMATION POINT (!) is used to end an **exclamatory sentence** (a sentence that expresses *surprise* or *strong feeling of fear, excitement, joy, or shock*).

QUOTATION MARKS

Quotation marks ("...") are used to indicate what someone has said in writing. What they **actually said** is a "**quotation**."

- Use **quotation marks** before and after the words of a direct quotation to indicate someone's **exact words**.
- Use **quotation marks** when writing titles of things.
- Use **quotation marks** to enclose the title of **short** works – chapter, article, poem, essay, short story.
- (Long works are **underlined**—books, movies, magazines—I read *Of Mice and Men*.)

QUOTATIONS

- There is a comma (,) before the quotation.
- The quotation begins with a **capital letter**.
- Only the speaker's **exact words** are placed inside the quotation marks. Quotation marks (" ") surround the **exact words** of a speaker. They begin where the talking begins, and end after the last word that is spoken.
- Use a set around one or more sentences spoken by the same person.
- **Single quotes (')** are used **inside** a set of quotation marks.
- There is **always** punctuation at the end of the quote placed **inside** the quotation marks.

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Sample Prompt for Opinion Writing-1



Night Writing Grade 2-5 Writing Homework Opinion Writing Saving Water



Name _____

week of _____

Directions

In this writing task, you will write a **friendly letter to your family**.

You are going to write a letter to your family making suggestions for how all of you can save water. So, you will have to think about where you all use water and ways you can save how much you use.

Scoring

Your writing will be scored on how well you:

- Include the elements of a letter: date, salutation, body, closing, and signature;
- Clearly explain the purpose of your letter;
- Show awareness of the audience of your letter; and
- Use correct grammar, spelling, punctuation, and capitalization.

- Monday** you will plan your letter with the graphic organizer,
- Tuesday** you will write your first draft,
- Wednesday** you will revise your writing, and
- Thursday** you will edit and write your final draft.
- Friday** your final draft is due.



Monday Homework: Plan Your Letter

How does your family use water now? Include ALL the information you can find. Ask an adult to help you if you want. You can use the back of this page if you need more room.

Places water is used and how:

Kitchen
Bathroom
Outside/garage
Laundry

How can water be saved in these places? Think of at least one way (or more) for each location. (Running water for less time? Using clean water in more than one place?) You can also look on the Internet for your local water company; they may have suggestions on their site. For example: <http://www.cpsc.ca.gov/PUC/Water/waterconservationinfo.htm> or watch this great video on saving water: <http://www.youtube.com/watch?v=f7wkkkPK8>

Kitchen
Bathroom
Outside/garage
Laundry

Tuesday Homework: Write the First Draft of Your Letter:

You are writing a letter to your family asking them to help in saving water. You will explain the methods you came up with in your organizer and ask nicely and convincingly for all of them to help save water, including yourself!

Date: _____

To: **Your family** (include their names) _____

Address

_____ City, State, Zip Code

GREETING (Dear Mr./Ms. _____, (Mom and Dad, Family, or all their names)

BODY: Paragraph 1 (I am writing to tell you about saving water.... I am writing because I feel we can help..... Tell them how you feel about saving water.)

Paragraph 2 (Explain all the ways you think water can be saved and ask for their help.)

Paragraph 3 (Tell why you appreciate their help and how you look forward to the project.)

CLOSURE (Sincerely or Very truly yours, Thank you)

SIGNATURE _____

Sample Prompt for Opinion Writing-2

Wednesday Homework: Revising

Re-read the letter you wrote yesterday to make sure that you are using **formal English**. Remember, you are writing to your family and you want to sound serious in your letter, and you want your family to take your comments seriously.

Then re-read one more time to see if you can **add more details** about why saving water is important to you, or asking for their help in saving water.

Write your examples of more details you can add here. Number them, and then add the number in a circle, like this ① to your draft where the details should be added.

New details I will add:

① _____


② _____

③ _____

④ _____

Thursday Homework: Editing and Publishing

Today you will edit and publish your letter. Re-read your writing to decide if you deserve a star in each box below. Add or change anything you need to in order to make your narrative **6 Star Writing! Color in the stars for the things you think you accomplished!**

★	★	★	★	★	★
OPINION State your opinion. 	Parts of a Letter All parts are in their correct place. • Date • Greeting/ salutation • Body • Closing • Signature	End Punctuation . ? ! Commas in dates and between single words in a series / Quotation marks around text quoted from package or what people said. //	Capitals only where they go • Beginning of a sentence • Names • Months • Days of the week • Holidays • Addresses	Spelling • All word wall words • Harder words spelled using the sound cards and/or attempted spelling • Check the dictionary	Paper is Neat • Good handwriting • No smudges • Spaces between all words

Now you are ready to publish. Copy your letter onto a separate piece of writing paper. You can use stationary if you'd like. You also need to address an envelope so you can mail your letter.

Make sure your final copy is neat, and re-read it one last time to make sure you didn't make any mistakes when you were copying.

Friday: your final draft is due



Sample Prompt for Informative/Explanatory Writing-1



Informative/Explanatory



Night Writing Grade 2-5 Writing Homework



Informative/Explanatory Writing Animal You Know

Name _____

week of _____

Directions



In this writing task, you will write a paragraph about **an animal you know a lot about**.

Think of an animal that you know a lot about. You might want to read a book, website, or magazine article about the animal to help you remember important information. Then you will write a paragraph about your animal.

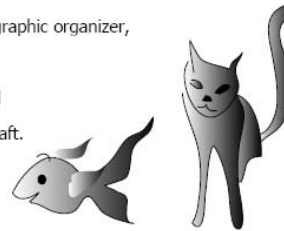
Scoring

Your writing will be scored on how well you:

- Organize your paragraph with a topic sentence, details, and conclusion;
- Teach your reader important and interesting facts about your animal; and
- Use correct grammar, spelling, punctuation, and capitalization.



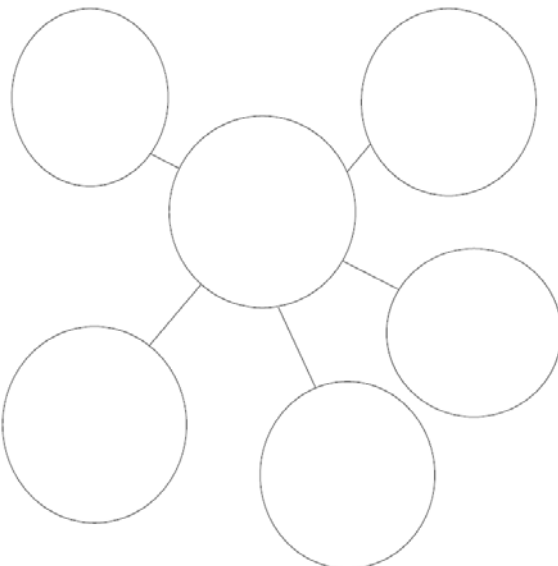
- Monday** you will plan your paragraph with a graphic organizer,
- Tuesday** you will write your first draft,
- Wednesday** you will revise your writing, and
- Thursday** you will edit and write your final draft.
- Friday** your final draft is due.



Monday Homework: Plan your writing

Write the name of your animal in the center circle. In each of the other circles put a fact about your animal, for example: habitat, diet, reproduction, predators, appearance, and behavior. Here is a great website for researching animals. It has information, photos, and sometimes a video of the animal in action.

<http://kids.nationalgeographic.com/kids/animals/>



Tuesday Homework: Write the First Draft of Your Paragraph

Start with a **topic sentence**.

Example: _____ are important animals for a few reasons. It is interesting to study _____ because they are _____.

In the **middle**, write some details about your animal.

End with a **conclusion sentence**.

Example: In conclusion, _____ are special animals because... As you can see, _____ are important animals because...

Sample Prompt for Informative/Explanatory Writing-2

Wednesday Homework: Revising

Conjunctions

Conjunctions such as "*and*" and "*but*" can help you write more interesting sentences.

Examples:

- Use *and* to join related ideas: Chameleons change color because of temperature, *and* also when their mood changes.
- Use *but* to contrast a different idea: Most chameleons eat insects, *but* large chameleons eat birds.

Use *and* or *but* to add more ideas to the paragraph you wrote yesterday.

When you find a place where you can use a conjunction to improve your paragraph, cross out the old sentence or sentences and put a number with a circle around it ① ② into your Tuesday writing draft, to show where the revision goes. Write two new sentences here:

Revised #1 Sentence With a Conjunction:

Revised #2 Sentence With a Conjunction:

Thursday Homework: Editing and Publishing

Today you will edit and publish your paragraph. Use one of the checklists below to edit your work. Add or change anything you need to in order to make your paragraph **5 Star Writing!**

Grades 2-3: Color in the stars for the things you think you accomplished!

★	★	★	★	★
End Punctuation	Capitals <i>only</i> where they go	Spelling	Conjunctions	Paper is Neat
• ? ! Commas in dates and between single words in a series /	• Beginning of a sentence • Names • Months • Days of the week	• All word wall words • Harder words spelled using the sound cards and/or attempted spelling	Use <i>and</i> or <i>but</i> in your sentences correctly	• Good handwriting • No smudges • Spaces between all words

Grades 4-5: Use this checklist to check your work.

1. Clarity. Read your story carefully, asking yourself, "Will this make sense to a stranger?" Rewrite any confusing spots and add any missing words.	<input type="checkbox"/>
2. Punctuation. Did you write with .! ? at the end of each sentence? Did you use commas, apostrophes, quotation marks, and question marks where you needed them?	<input type="checkbox"/>
3. Capitalization. Make sure you have a capital letter at the beginning of each sentence. Titles and names should also be capitalized as well as holidays, product names, and geographic names.	<input type="checkbox"/>
4. Spelling. Carefully re-read your story <i>backwards</i> . Does each word look like it is spelled correctly? • Correct any words you already know how to spell correctly. • If you don't know how to spell the word: 1. Underline it 2. Try to write it three different ways 3. Choose the spelling that looks best to you or 4. If you still aren't sure how to write it, get help from a friend, teacher, or dictionary	<input type="checkbox"/>
5. Your paper is neat. Handwriting is neat, readable, and has good spacing between the words.	<input type="checkbox"/>

Now you are ready to publish. Copy your paragraph onto a separate piece of writing paper.

Make sure your final copy is neat, and re-read it one last time to make sure you didn't make any mistakes when you were copying.

Friday your final draft is due.

Sample Prompt for Narrative Writing-1



Narrative



Night Writing

Grade 2-5 Writing Homework

Narrative Writing

Family with Special Powers



Name _____

week of _____

Directions

In this writing task, you will write a fictional story.

Scoring

Your writing will be scored on how well you:

- Tell a story about an event or experience;
- Organize the story to have a beginning, middle, and end;
- Use details to help the reader imagine the experience; and
- Use correct grammar, spelling, punctuation, and capitalization.

The Story to Write

Imagine that a new family moves in next door with some special powers. What are the powers? What happens?

- MONDAY:** Plan your story with the graphic organizer.
- TUESDAY:** Develop your story.
- WEDNESDAY:** Revise your writing.
- THURSDAY:** Edit and write your final draft.
- FRIDAY:** Final draft is due.

Monday Homework: PLAN your story

Characters

Invent two main characters for your story, and list their internal (inside) and external (outside) traits.

1st Character's name:

Inside Traits	Outside Traits

2nd Character's name:

Inside Traits	Outside Traits

Setting: Where and when does your story take place?

--

Plot: What is the problem or conflict in your story? How does the problem/conflict get solved?

Problem/Conflict

--

Problem/Conflict Resolution

--

Sample Prompt for Narrative Writing-2

Tuesday Homework: Create a title for your story. Write your rough draft.

Use your graphic organizer and think about your story carefully.

- Make sure to organize the story to have a beginning, middle, and end;
- Use details to help the reader imagine the experience; and
- Use correct grammar, spelling, punctuation, and capitalization.

Wednesday Homework: Revise your writing.

Re-read the story you wrote yesterday. Think about ways to improve your story. Circle the kind(s) of revision you are making:

Add dialogue

Add more details about an event

Add more details about a character

Now write your revisions here. For each revision, put a number with a circle around it into your Tuesday writing draft, to show where the revision goes. You might also choose to cross out a sentence in your draft, and re-write it here.

Revision #1:


Revision #2:

Revision #3:

If you need/want to add more revisions use the back side

Thursday Homework: EDIT your writing - Use one of these checklists to help you edit your work.

Grades 2-3 Checklist: Color the stars as you accomplish them.

★	★	★	★	★
End Punctuation	Capitals <i>only</i> where they go	Organize	Sensory Details and More Details	Paper is Neat
. ? !	<ul style="list-style-type: none"> • Beginning of a sentence • Names • Months • Dates • Titles 	<p>Use your graphic organizer to help you write your story.</p> <p>Make sure there is a beginning, a middle, and an end to your story.</p>		<ul style="list-style-type: none"> • Good handwriting • No smudges • Spaces between all words
Commas in dates and between single words in a series				
Apostrophes				

Grades 4-5 Checklist: Put a check in each box after you finish editing for that element.

1. Clarity. Read your story carefully, asking yourself, "Will this make sense to a stranger?" Rewrite any confusing spots and add any missing words.	<input type="checkbox"/>
2. Punctuation. Did you write with .!? at the end of each sentence? Did you use commas, apostrophes, quotation marks, and question marks where you needed them?	<input type="checkbox"/>
3. Capitalization. Make sure you have a capital letter at the beginning of each sentence. Titles and names should also be capitalized as well as holidays, product names, and geographic names.	<input type="checkbox"/>
4. Spelling. Carefully re-read your story <i>backwards</i> . Does each word look like it is spelled correctly? <ul style="list-style-type: none"> • Correct any words you already know how to spell correctly. • If you don't know how to spell the word: <ol style="list-style-type: none"> 1. Underline it 2. Try to write it three different ways 3. Choose the spelling that looks best to you or 4. If you still aren't sure how to write it, get help from a friend, teacher, or dictionary 	<input type="checkbox"/>
5. Your paper is neat. Handwriting is neat, readable, and has good spacing between the words.	<input type="checkbox"/>

There should be editing marks and attempted spelling on your rough draft!

Now you are ready to publish. Copy your story onto writing paper at the end of this packet, including any revisions and edits.

Make sure your final copy is **neat**, and **re-read** it one last time to make sure you didn't make any mistakes when you were copying.

Friday your final draft is due.