Table of Contents

Introducing *The Write Track* 5
Components of *The Write Track* 5
Instructional Features 5
Format of the Student Book 8
Suggestions for Use 9
Additional Instructional Strategies 10
Support for Social Emotional Development 11
Fostering Cultural Awareness 12

Unit 1: Language Conventions 13

Lesson 1 Word Parts 14
Lesson 2 Words in Context 21
Lesson 3 Word Relationships 26
Lesson 4 Multiple-Meaning Words 29
Lesson 5 Rules of English 34
Lesson 6 Grammar 39

Unit 2: Elements of Writing 47

Lesson 7 Writing a Paragraph 48
Lesson 8 Main Idea and Details 55
Lesson 9 Cause and Effect 60
Lesson 10 Compare and Contrast 64
Lesson 11 The Writing Process 69

Unit 3: Types of Writing **80**

Lesson 12 Personal Writing **81**
Lesson 13 Opinion Writing **91**
Lesson 14 Narrative Writing **101**
Lesson 15 Descriptive Writing **111**
Lesson 16 Informative Writing **120**
Lesson 17 Response to Literature **130**

Unit 4: Research **139**

Lesson 18 Researching Sources and Content **140**
Lesson 19 Outlining the Research Paper **148**
Lesson 20 Writing the Research Paper **152**

Additional Teacher Resources **157**

Reproducible Graphic Organizers **158**
Proofreading Symbols Chart **165**
Tricky Words Chart **166**

Lesson	Title	Standards Connection	Skill
Unit 1: Language Conventions			
Lesson 1	Word Parts	**L.4.4** ELD-LA.4–5.Inform.Interpretive	prefixes, suffixes, roots, compound words
Lesson 2	Words in Context	**L.4.4** ELD-LA.4–5.Inform.Interpretive	context clues, synonyms, antonyms
Lesson 3	Word Relationships	**L.4.5** ELD-LA.4–5.Inform.Interpretive	idioms, onomatopoeia, similes, metaphors, personification
Lesson 4	Multiple-Meaning Words	**L.4.4** ELD-LA.4–5.Inform.Interpretive	homographs/homophones, shades of meaning
Lesson 5	Rules of English	**L.4.2** ELD-LA.4–5.Inform.Interpretive	capitalization, end marks, quotation marks, commas, possessives
Lesson 6	Grammar	**L.4.1** ELD-LA.4–5.Inform.Interpretive	essentials of grammar
Unit 2: Elements of Writing			
Lesson 7	Writing a Paragraph	**W.4.4, 5, 6** ELD-LA.4–5.Explain.Expressive	how to write a good, single paragraph
Lesson 8	Main Idea and Details	**W.4.4, 5, 6** ELD-LA.4–5.Narrate.Expressive	recognizing main idea and supporting details
Lesson 9	Cause and Effect	**W.4.4, 5, 6** ELD-LA.4–5.Explain.Expressive	analyzing what happened and why it happened
Lesson 10	Compare and Contrast	**W.4.4, 5, 6** ELD-LA.4–5.Explain.Expressive	understanding similarities and differences
Lesson 11	The Writing Process	**W.4.4, 5, 6** ELD-LA.4–5.Explain.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish
Unit 3: Types of Writing			
Lesson 12	Personal Writing	**W.4.4, 10** ELD-LA.4–5.Narrate.Expressive	formal and informal writing
Lesson 13	Opinion Writing	**W.4.1** ELD-LA.4–5.Argue.Expressive	stating and supporting an opinion or argument
Lesson 14	Narrative Writing	**W.4.3** ELD-LA.4–5.Narrate.Expressive	telling a story with a beginning, middle, and end
Lesson 15	Descriptive Writing	**W.4.2** ELD-LA.4–5.Explain.Expressive	creating a word picture
Lesson 16	Informative Writing	**W.4.2** ELD-LA.4–5.Inform.Expressive	using facts and details to inform
Lesson 17	Response to Literature	**W.4.4** ELD-LA.4–5.Explain.Expressive	telling about the elements of a literary text

© The Continental Press, Inc. **DUPLICATING THIS MATERIAL IS ILLEGAL.**

Lesson	Title	Standards Connection	Skill
Unit 4: Research			
Lesson 18	Researching Sources and Content	**W.4.7** ELD-LA.4–5.Explain.Expressive	determining a topic, finding print and digital sources
Lesson 19	Outlining the Research Paper	**W.4.8** ELD-LA.4–5.Explain.Expressive	creating an outline
Lesson 20	Writing the Research Paper	**W.4.4, 6, 10** ELD-LA.4–5.Explain.Expressive	writing the paper

ELP Descriptors

The Write Track series is designed for students at proficiency levels 2–5. Language differentiation suggestions are provided for each lesson; however, lessons are probably not suitable for level 1 or Newcomer students.

WIDA	Entering	Emerging	Developing	Expanding	Bridging
TESOL	Starting	Emerging	Developing	Expanding	Bridging
New York	Entering	Emerging	Transitioning	Expanding	Commanding
Texas	Beginning	Beg./Int.	Intermediate	Advanced	Advanced High
ELPA21	Level 1	Level 2	Level 3	Level 4	Level 5

Vocabulary

To comprehend oral or written language, students need to understand words and their definitions, how to use the words correctly, and the definitions of related words. They should be able to discuss a text using the words correctly. Each lesson in this teacher's edition identifies vocabulary by tiers as defined below.

Tier 1 the most common basic words used in everyday language.

Tier 2 high-frequency words and multiple-meaning words across the content areas. These words are often used more commonly in written texts than in common conversation.

Tier 3 low-frequency words that are used in specific content areas or domains. These are academic language/technical vocabulary that are specific to the subject.

© The Continental Press, Inc. **DUPLICATING THIS MATERIAL IS ILLEGAL.**

Total Time: 90 minutes

Introduction: 30 minutes

Guided Practice: 30 minutes

Independent Practice: 30 minutes

Vocabulary

Tier 2: train

Tier 3: first person, narrative, personal narrative, setting, time order

Writing Standards Connection

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- Use the five-step writing process
- Write a personal narrative using the first person
- Language of language arts, Narrate.Expressive

Lesson

14 Narrative Writing

When you write a **narrative,** you write a story. A story has a beginning, middle, and end. A story can be make-believe. You can also write a story based on events that happened to you in real life. This is called a **personal narrative.** You use the pronouns *I* and *me* when you write about something that happened to you. This is called a first-person narrative. Stories that are made up are called **creative narratives.** Writers often use details from their own lives to make these stories seem true to life.

You should write about the events in the order that they happened. This is called **time order.** Using time order gives the story a clear beginning, middle, and end. A story may also have details about the **setting.** The setting is when and where an event took place.

Guided Practice

Read the writing assignment. Then answer the questions.

Write a personal narrative of one or more paragraphs about a time that you went on an interesting trip.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- arrange the details about the event in time order
- give details about the time and place and your feelings
- use first-person pronouns *I* and *me*

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 167–168

Read about narrative writing on page 167, or have a volunteer read it. Make sure students understand time order words, setting, and dialogue.

Read the Guided Practice directions and writing prompt aloud.

Then read about Step 1: Prewrite.

Have students write their answers to the question on page 168. Point out the hint box below the question. Tell students the hint box will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the question on page 168.

Direct students' attention to the graphic organizer. Explain that the graphic organizer chart helps organize details that support the main idea in the order that they happened.

Step 1: Prewrite

Read the writing assignment again. Underline key words. This will help you know what to write about.

What words give clues about the type of narrative you will write?

Sample answer: The words you, your, and a time you went are clues that I am to write a first-person narrative.

There are two types of narratives. One that is made up. One that is about real-life experiences.

The next step is to plan what to write. First, decide on the experience. Jot down notes about what happened first, second, and so on. Then write details about the event.

A graphic organizer helps put ideas in order. Choose a graphic organizer that fits the kind of writing you will do. A narrative tells about an event and gives details in time order. A sequence chart shows events in time order.

Here is how one student, Ella, uses a sequence chart to organize the details of her story and to put them in the correct time order.

Subject: My Train Ride to Visit Uncle Ray and Aunt Rosa

↓

1 Dad walked me to the train car

↓

2 climbed on train and found a seat by the window

↓

 © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 169–170

Continue reading the graphic organizer.

Instructional Note: Explain that in narrative writing, time transitions make the chronology clear. Provide examples of how transitional phrases can further the story by providing information not found elsewhere. For example, "After the summer that I was so ill" gives a time clue, but it also informs the reader that the character spent a summer being very sick. Sometimes a transition is the only place certain events are mentioned. Point out that transitions like this provide interest and sentence variety.

3 forgot my glasses

↓

4 I was upset. If someone was with me we could have played a game.

↓

5 watched the scenery go by and listened to the sounds of the train

↓

6

↓

7

↓

8

↓

9

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 169

Have students write their answer to the question on page 170. Point out the hint box below the question. Tell students the hint box will help them answer the question.

When students have completed the activity, review it together. Have students share their answers to the question on page 170.

Direct students' attention to Step 2: Draft.

Say: **This is an example of a draft that could be written using the graphic organizer on pages 168 and 169.**

Read the student draft on pages 170 and 171, or have a volunteer read it.

The items below complete the sequence chart. Number them in the order in which you think they happened. Number them 6, 7, 8, 9 to complete the time line.

6 I fell asleep.

8 He said we were already at my stop.

7 The conductor woke me up.

9 I saw my aunt and uncle.

Are there any words that give clues to the order of events? What do you think happened next? Think about when the event happened. Was it before or after another event?

The next step is to write the draft.

Step 2: Draft

Read Ella's draft. Then answer the questions.

I took my first train trip by myself last week. I had a few problems. I had taken the train lots of times with my dad. This time I went to visit Uncle Ray and Aunt rosa alone. Dad walked me to the train car. He pointed me out to a conducter and told him I was 10 years old. Then i got on the train and walked down the aisle until I found a seat by the window. Dad waved at me until the train left the station right at 10:02 a.m.

170 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

 © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 171–172

Continue reading the draft on page 171.

Have students write their answers to the questions on pages 171 and 172. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions on pages 171 and 172.

When we got going, I dove into my backpack. I pulled out a book and looked for my glasses. I thought I felt them. But all I came up with was a toothbrush. I forgot my glasses on the kitchen table! I felt a little upset. If dad had been with me, we would have talked or played a game.

Finally, I leaned my head on the window and watched the scenery whiz by. The train made that "whump, whump, whump" sound over the tracks. I counted how many sheds I saw in the backyard. After that I guess I fell asleep. The next thing I knew the conductor was asking me, "Weren't you getting off at this stop?" My eyes popped open, and I saw my aunt and uncle standing on the train platform. I panicked. Was the train coming or leaving? lucky for me, the train had just pulled into the station!

Which event is the focus of the story?

Sample answer: The focus of the story is Ella traveling alone to her aunt's and uncle's home on a train.

Why was this trip so important to Ella? The topic sentence answers this question.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Direct students to Step 3: Revise.

Say: Read the revised draft. Then answer the questions.

Read the revised draft on pages 172 and 173, or have a volunteer read it. Explain that the changes to the draft are shown in red.

Which words or phrases show the order of events in the story?

Sample answer: Ella used the words Then, until, When we got going, Finally, After, and The next thing.

How do you know what happened first? Last?

The next step is to revise the draft.

Step 3: Revise

Read the revised draft. Then answer the questions.

I took my first train trip by myself last week. I had a few problems. I had taken the train ~~lots of~~ many times with my dad. This time I went to visit Uncle Ray and Aunt rosa alone. Dad walked me to the train car. He pointed me out to a conducter and told him I was 10 years old. Then i got on the train and walked down the aisle until I found a seat by the window. Dad waved at me until the train left the station right at 10:02 a.m.

When we got going, I dove into my backpack. I pulled out a book and looked for my glasses. I thought I felt them. But all I came up with was a toothbrush. I forgot my glasses on the

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 173–174

Have students write their answers to the questions on pages 173 and 174. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions on pages 173 and 174.

kitchen table! I felt a little upset. If dad had been with me, we would have talked or played a game.

Finally, I leaned my head on the window and watched the scenery whiz by. The train made that "whump, whump, whump" sound over the tracks. I counted how many sheds I saw in the backyard. After that I guess I fell asleep. The next thing I knew the conductor was asking me, "Weren't you getting off at this stop?" My eyes popped open, and I saw my aunt and uncle standing on the train platform. I panicked. Was the train coming or leaving? lucky for me, the train had just pulled into the station!

Sample answers

What two sentences did Ella make into one sentence? Write the new sentence on the lines below.

In paragraph 2, the new sentence is "I thought I felt them, but all I came up with was a toothbrush."

A compound sentence is when two sentences are combined into one sentence.

Which sentences did Ella take out?

Two sentences at the end of paragraph 3 were taken out: I panicked. Was the train coming or leaving?

Some details are not important to what happens in a story.

Peer Review

Use the rubric on the next page to review Ella's writing and give it a score. This is called **peer review.** A number is assigned to tell how well the question was answered. The rubric tells what is needed for the highest score. It also tells why some writing might receive lower scores.

Say: Peer review is another part of the revise step. Once you have revised your own draft, you may be asked to look at another student's writing.

Read about peer review on page 174.

SAMPLE

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 175–176

Discuss the narrative writing rubric on page 175 with students.

Explain that students will use this rubric to score the revised draft on pages 172 and 173.

Say: Read the revised draft on pages 172 and 173. Then use the narrative writing rubric to answer the questions.

Explain that students should use the rubric to give the revised draft a score of 1, 2, or 3.

Once students have scored the revised draft, direct them to the second question. Have students write their answers to the questions. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions.

Instructional Note: You can have students work in pairs or groups to read and score one another's papers. To be sure students actually collaborate, check their conversations and suggestions. You may want to have them rewrite their answers based on the collaboration.

Read about Step 4: Edit.

Say: Step 4 of the writing process is to edit the writing. This is when you will look for errors in capitalization, punctuation, and spelling.

Narrative Writing Rubric

Score 3

- The writing answers all parts of the question.
- The opening sentence clearly tells the subject.
- Details about the writer's feelings and when and where events took place are included.
- The supporting details are in time order and relate directly to the subject.
- Words are used correctly and well.
- There are almost no mistakes in grammar, capitalization, punctuation, and spelling.

Score 2

- The writing answers almost all parts of the question.
- The opening sentence tells the subject.
- Some details about the writer's feelings and when and where events took place are included.
- Most of the supporting details relate directly to the subject and are in time order.
- Some words are not used correctly.
- There are some mistakes in grammar, capitalization, punctuation, and spelling.

Score 1

- The writing answers only part of the question.
- The opening sentence does not relate to the topic.
- The writer does not include details about his or her feelings or details about when and where events took place.
- The supporting details do not relate directly to the subject and are not in time order.
- Many words are used too many times or not used in the right way.
- There are several mistakes in grammar, spelling, capitalization, and punctuation.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 175

Sample answers

What score would Ella's draft receive?

Score: 2

Is the writing clear? Does it answer the question?

Why do you think it would receive this score?

The revised draft answered the question and fit the rubric for score 2. There are mistakes in spelling, capitalization, and punctuation.

Are there any mistakes?

Step 4: Edit

Ella made the big corrections to her draft. The next step is to edit the draft. Ella will read the draft again. She will check for mistakes in grammar, spelling, and punctuation. She will use proofreading symbols to mark changes to be made.

176 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

WORK WITH PAGES 177–178

Direct students' attention to the proofreading symbols chart. Discuss the different proofreading symbols and how they are used to indicate what changes should be made.

Tell students they will now read the revised draft again. Have students find and correct all mistakes using proofreading symbols.

Proofreading Chart

Symbol	Example
^ Add letters or words.	The dolphins were beautiful.
⊙ Add a period.	I heard them whistle ⊙
≡ Capitalize a letter.	Then i was scared.
⁀ Close up space.	They swam under water.
^, Add a comma.	He wanted to play, but the dolphin didn't.
/ Lowercase a letter.	He wanted to play, but the Dolphin didn't.
¶ Begin a new paragraph.	¶ The diver was all alone.
⁊ Delete letters or words.	The diver was all alone.
∿ Switch the position of letters or words.	They played also music.

Read the draft. Find and correct any mistakes. Use proofreading symbols to show changes.

I took my first train trip by myself last week. I had a few problems. I had taken the train many times with my dad. This time I went to visit Uncle Ray and Aunt rosa alone. Dad walked me to the train car. He pointed me out to a conducter and told

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 177

him I was 10 years old. Then i got on the train and walked down the aisle until I found a seat by the window. Dad waved at me until the train left the station right at 10:02 a.m.

When we got going, I dove into my backpack. I pulled out a book and looked for my glasses. I thought I felt them, but all I came up with was a toothbrush. I forgot my glasses on the kitchen table! I felt a little upset. If Dad had been with me, we would have talked or played a game.

Finally, I leaned my head on the window and watched the scenery whiz by. The train made that "whump, whump, whump" sound over the tracks. I counted how many sheds I saw in the backyards. After that I guess I fell asleep. The next thing I knew the conductor was asking me, "Weren't you getting off at this stop?" My eyes popped open, and I saw my aunt and uncle standing on the train platform. lucky for me, the train had just pulled into the station!

178 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 179–180

Have students write their answers to the question. Point out the hint box below the question. Tell students the hint box will help them answer the question.

Have students share their answers to the question. Then have students share what mistakes they marked to be corrected.

Direct students' attention to Step 5: Publish.

Read the text, have student volunteers take turns reading it, or ask a volunteer to read it.

How many mistakes did you find?

I found five mistakes.

Look for mistakes in spelling, capitalization, and punctuation.

Step 5: Publish

The final step is for Ella to turn in her writing. Her teacher might read it to the class or ask Ella to read it to the students.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Direct students' attention to the Independent Practice on page 180. Explain that students will complete the Independent Practice on their own. Students can complete it at home, or during class.

Review the writing assignment. Answer any questions students may have. Make sure students understand the expectations for the assignment.

Tell students that it is important to first take notes and organize their thoughts before writing.

Have students answer the questions. Circulate to provide support as needed.

Sample answers

Independent Practice

Read the writing assignment. Then answer the questions.

Step 1: Prewrite

Write a personal narrative about something that you did last weekend.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- tell the story in time order
- give details about the time and place and your feelings
- use details that make the story come alive

1. Who is your audience?

   My audience is not given. I know it is my teacher. It might also be my classmates.

2. What kind of writing are you being asked to do?

   I am being asked to write a personal narrative.

 © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 181–182

Then have students complete the graphic organizer. Encourage students to use words, phrases, or sentences to complete the organizer. Circulate to provide support.

Instructional Note: If students have any concerns about this writing activity, assure them that their job is to do the best they can to write in English. Explain that their responses will help you to understand their progress in learning English. Point out that these types of questions are made to tell their teachers the English skills they have and the skills they still need to learn. Students should complete the writing prompt on their own.

Direct students to write their draft. Have students use the graphic organizer to help them write their draft. Tell students that it is helpful to a reader if they have details in their sentences. Circulate to provide support as needed.

Sample answers

3. Fill in the graphic organizer to plan your writing.

Subject: Saturday morning grocery shopping with Dad

1 We made a list of what we needed to buy.

2 Take our own shopping bags to the store

3 Got a shopping cart and walked through the colorful fruit and vegetable aisle to get what we needed

4 Sister called and asked us to also pick up bread and cheese to make grilled cheese sandwiches

5 After the cashier rang up our items, Dad and I put the items in our shopping bags.

6 Dad and I put away the groceries.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 181

Step 2: Draft

4. Write your draft below. Use the graphic organizer on the previous page to help you write your draft. Be sure you tell the time and place. Then use time order to write your narrative.

Answers will vary.

182 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

SAMPLE

 © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGE 183

Direct students to page 183.

Have them read over their draft. Encourage students to use proofreading marks to indicate the changes they will make.

Have them use the rubric on student book page 175 to review their writing. Circulate to provide support as needed.

To publish, have students write or type their final answer on a separate piece of paper.

Evaluate the students' answers using the rubric on page 175 of the student book.

Sample scored student examples are provided on the next page.

Step 3: Revise

Step 4: Edit

5. When you have finished your draft, go back over it. Make your revision on this page. Then edit your revised draft. Use the rubric on page 175 and proofreading chart on page 177 to review your writing. Ask a peer to review your writing, too.

Answers will vary.

Step 5: Publish

6. Write or type your final answer on a separate sheet of paper. Publish your writing by turning it in to your teacher or sharing it with the class.

Answers will vary. See scored examples on the next page.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 183

SAMPLE

SCORED EXAMPLES

Score 3 Example

Last Saturday morning, I went to the grocery store with my dad. Before we went to the store, we made a list of what we needed to buy. The list included milk, cereal, orange juice, yogurt, and strawberries. This is what I usually eat for breakfast. Dad said that Mom wanted to make chicken, rice, and carrots for dinner. He asked me to add these foods to the list while he got the shopping bags. We usually take our own shopping bags to the store. When we got to the store, we got a shopping cart. Then we walked through the colorful fruit and vegetable aisle to get what we needed. Suddenly, my dad's phone rang. It was my sister. She asked us to also pick up bread and cheese to make grilled cheese sandwiches. Dad asked me to add these things to our list. After we put all the things we needed in our shopping cart, we got in line to check out. As the cashier rang up our items, Dad and I put the items in our shopping bags. Finally, we were finished at the store. Dad and I loaded the shopping bags in the car. When we got home, Dad and I put away the groceries. Then my sister made grilled cheese sandwiches for lunch.

Score 2 Example

Last Saturday morning, I went shopping with my dad. Before we went to the store we made a list. Dad said that Mom wanted to make chicken, rice, and carrots for dinner. He asked me to ad these foods to the list. He got the shopping bags. At the store, we got a shoping kart. Then we walked through the fruit and vegetable aisle. My sister called. She asked us to get bread and cheese. Dad asked me to add these things to our list. Dad and I put the items in our shopping bags. Finally, we were finished at the store. Dad and I loaded the shopping bags in the car. Then we put away the food. My sister made us lunch.

Score 1 Example

I went shoping with my dad. We wrote a list with milk, yogurt, and strawberries. Dad said that Mom wanted to make chiken, rice and carrots for diner. My sister called and said to get bread and cheese. The boy rang up our food, dad and I put it in our shopping bags. Finally, we were done at the store. Dad and I put the bags in the car. When we got home we put everything away. My sister made lunch

Language Differentiation

Discuss first-person and third-person point of view with students. Review first-person and third-person pronouns with students. Then have students rewrite their personal narratives using the third-person point of view.

Enrich the Lesson

Have students write a paragraph telling where and how they shop for food. Ask them to write about what happens first, second, last. Ask them to describe the foods they shop for.

SAMPLE COPY

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.