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Lesson	Title	Standards Connection	Skill
Unit 1: Language Conventions			
Lesson 1	Word Parts	**L.5.4** ELD-LA.4–5.Inform.Interpretive	prefixes, suffixes, roots, compound words
Lesson 2	Words in Context	**L.5.4** ELD-LA.4–5.Inform.Interpretive	context clues, synonyms, antonyms
Lesson 3	Word Relationships	**L.5.5** ELD-LA.4–5.Inform.Interpretive	idioms, onomatopoeia, hyperbole, similes, metaphors, personification
Lesson 4	Multiple-Meaning Words	**L.5.4** ELD-LA.4–5.Inform.Interpretive	homographs/homophones, shades of meaning
Lesson 5	Rules of English	**L.5.2** ELD-LA.4–5.Inform.Interpretive	capitalization, end marks, quotation marks, commas, possessives
Lesson 6	Grammar	**L.5.1** ELD-LA.4–5.Inform.Interpretive	essentials of grammar
Unit 2: Elements of Writing			
Lesson 7	Writing a Paragraph	**W.5.4, 5, 6** ELD-LA.4–5.Explain.Expressive	how to write a good, single paragraph
Lesson 8	Main Idea and Details	**W.5.4, 5, 6** ELD-LA.4–5.Inform.Expressive	recognizing main idea and supporting details
Lesson 9	Cause and Effect	**W.5.4, 5, 6** ELD-LA.4–5.Explain.Expressive	analyzing what happened and why it happened
Lesson 10	Compare and Contrast	**W.5.4, 5, 6** ELD-LA.4–5.Inform.Expressive	understanding similarities and differences
Lesson 11	The Writing Process	**W.5.4, 5, 6** ELD-LA.4–5.Inform.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish
Unit 3: Types of Writing			
Lesson 12	Personal Writing	**W.5.4, 10** ELD-LA.4–5.Narrate.Expressive	formal and informal writing
Lesson 13	Opinion Writing	**W.5.1** ELD-LA.4–5.Argue.Expressive	stating and supporting an opinion or argument
Lesson 14	Narrative Writing	**W.5.3** ELD-LA.4–5.Narrate.Expressive	telling a story with a beginning, middle, and end
Lesson 15	Descriptive Writing	**W.5.2** ELD-LA.4–5.Inform.Expressive	creating a word picture
Lesson 16	Informative Writing	**W.5.2** ELD-LA.4–5.Inform.Expressive	using facts and details to inform
Lesson 17	Response to Literature	**W.5.4** ELD-LA.4–5.Inform.Expressive	telling about the elements of a literary text

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Lesson	Title	Standards Connection	Skill
Unit 4: Research			
Lesson 18	Researching Sources and Content	**W.5.7** ELD-LA.4–5.Explain.Expressive	determining a topic, finding print and digital sources
Lesson 19	Outlining the Research Paper	**W.5.8** ELD-LA.4–5.Explain.Expressive	creating an outline
Lesson 20	Writing the Research Paper	**W.5.4, 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.

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Total Time: 90 minutes

Introduction: 30 minutes

Guided Practice: 30 minutes

Independent Practice: 30 minutes

Vocabulary

Tier 3: informative, sequence

Writing Standards Connection

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Use the five-step writing process
- Explain about an activity
- Language of language arts, Inform.Expressive

WORK WITH PAGES 198–199

Read about informative writing on page 198, or have a volunteer read it.

Instructional Note: Explain that most of the writing students do is informative. Walk students through all the writing samples provided in the student book thus far and have them identify those that are informative.

Read the Guided Practice directions and writing prompt aloud.

Then read Step 1: Prewrite.

Have students write their answers to the question on page 199. 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.

Lesson

16 Informative Writing

Informative writing is based on facts. You use this kind of writing to answer a question on a test. You use it to write a report, too. This is the writing you do most often.

This type of writing should be clear and direct. The reader should understand right away what you are writing about. Informative writing needs to be well organized. This helps the reader to follow your main points.

There are many ways you can organize your writing. You can use main idea and details. Or, you can tell the cause and its effects. Another way is to use a sequence of steps. Step-by-step directions are organized in order, or **sequence**. The steps must be in the right order or the directions will not work. You can also choose to compare and contrast information.

Guided Practice

Read the writing assignment. Then answer the questions.

Your school is asking for ideas for activity clubs to add to its after-school program. School rules state that any such activity must be educational.

Write one or more paragraphs for your teacher and classmates explaining one activity that you would like to have as part of the program.

Be sure to:

- follow the five steps of the writing process
- begin with a topic sentence
- give details about the activity
- tell why it would be educational

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Step 1: Prewrite

Here is how one student, Kai, begins the assignment. First, he reads the question carefully. Then he reads the question again for key words about the audience and how to write his paper. He makes sure he understands exactly what it is asking before he plans what to write.

What words help Kai know what he will do for this assignment?

Sample answer: activity clubs; one or more paragraphs; teacher and classmates; topic sentence; details about the activity; why it would be educational

The assignment tells him what type of writing he will do and who the audience is. It also tells him the subject.

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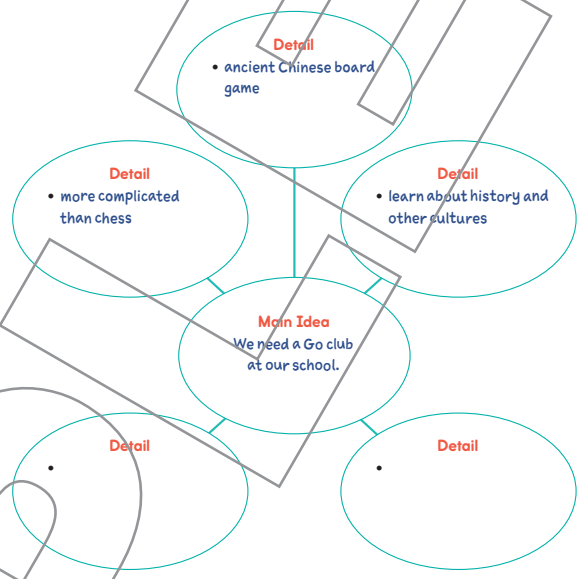
SAMPLE

WORK WITH PAGES 200–201

Read the text on page 200.

Direct students to the web. Explain that the web shows the main idea and details.

The next step is to make a plan of what he will write. Kai wants to use a graphic organizer to help him put his ideas in order. He uses a web to tell about the activity. Here is the web that Kai uses:



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Have students write their answers to the question on page 201. 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.

Which items below also fit in the web supporting Kai's main idea that the game of Go is educational? Put an X next to two that fit.

____ popular in Japan

X uses math—patterns comparing territory

____ have computer and math clubs

X game of strategy and skill

Details should support the main idea. The main idea is that the school needs a Go after-school club.

The next step is to write the draft.

Direct students' attention to Step 2: Draft.

Read the student draft on pages 201 and 202 aloud, or have a volunteer read it.

Step 2: Draft

Read Kai's draft. Then answer the questions.

Our school has a chess club a computer club, and a math club. We have classes in spanish and French. There are sports clubs for basketball soccer, and track I think a Go club would be an excellent choice, too.

Go is an ancient game of strategy and skill. It was invented in China more than 3,000 years ago. It is most popular in japan. It is played on a board with crisscrossing lines. Two players take turns placing small counters where the lines cross to try capture territory. The winner gets the most territory.

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SAMPLE

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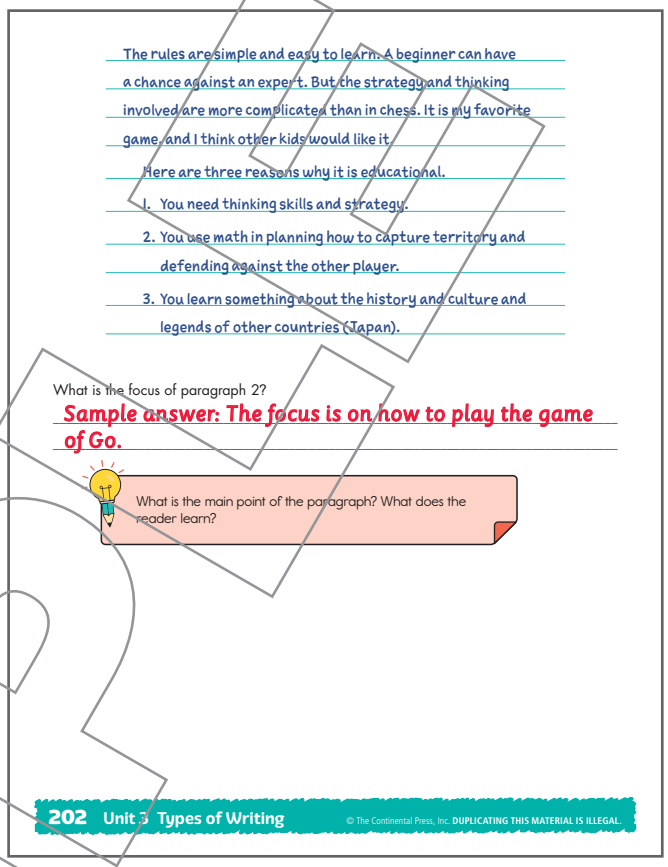
WORK WITH PAGES 202–203

Have students write their answers to the question on page 202. 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.



The rules are simple and easy to learn. A beginner can have a chance against an expert. But the strategy and thinking involved are more complicated than in chess. It is my favorite game, and I think other kids would like it.

Here are three reasons why it is educational.

1. You need thinking skills and strategy.
2. You use math in planning how to capture territory and defending against the other player.
3. You learn something about the history and culture and legends of other countries (Japan).

What is the focus of paragraph 2?

Sample answer: The focus is on how to play the game of Go.

What is the main point of the paragraph? What does the reader learn?

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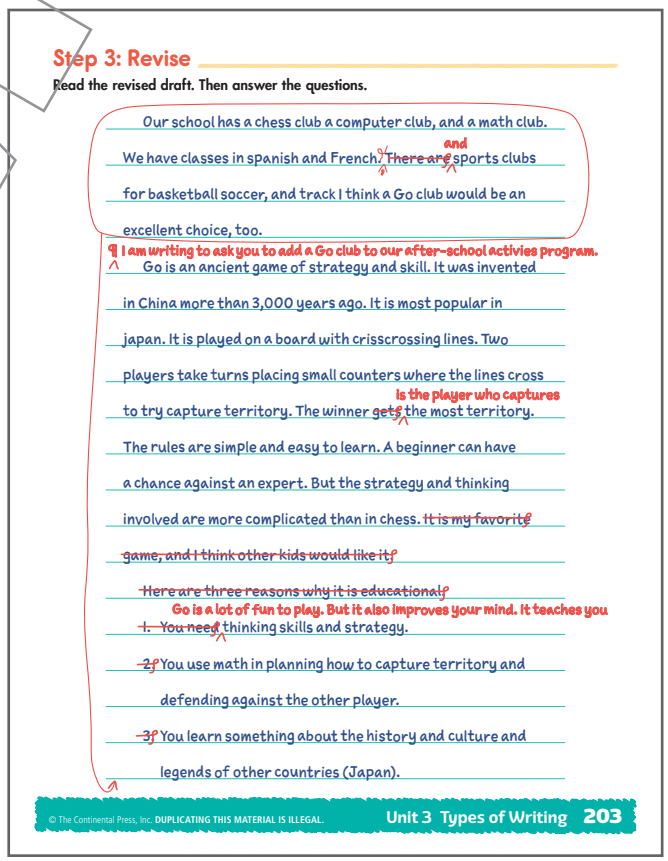
Direct students to Step 3: Revise.

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

Read the revised draft aloud, or have a volunteer read it. Explain that the changes to the draft are shown in red.



Step 3: Revise

Read the revised draft. Then answer the questions.

Our school has a chess club a computer club, and a math club. We have classes in spanish and French. ~~There are~~ and sports clubs for basketball soccer, and track I think a Go club would be an excellent choice, too.

¶ I am writing to ask you to add a Go club to our after-school activies program.

Go is an ancient game of strategy and skill. It was invented in China more than 3,000 years ago. It is most popular in japan. It is played on a board with crisscrossing lines. Two players take turns placing small counters where the lines cross to try capture territory. The winner ~~gets~~ is the player who captures the most territory.

The rules are simple and easy to learn. A beginner can have a chance against an expert. But the strategy and thinking involved are more complicated than in chess. ~~It is my favorite game, and I think other kids would like it.~~

~~Here are three reasons why it is educational.~~

Go is a lot of fun to play. But it also improves your mind. It teaches you

~~1. You need~~ thinking skills and strategy.

~~2.~~ You use math in planning how to capture territory and defending against the other player.

~~3.~~ You learn something about the history and culture and legends of other countries (Japan).

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SAMPLE

WORK WITH PAGES 204–205

Have students write their answers to the questions on pages 204 and 205. 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.

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 205.

Sample answers

Why did Kai move the first paragraph and add a new sentence?

Kai moved the first paragraph because he thought his main point was not clearly stated. Then he wrote a new sentence.

Think about how the writing is organized. Is the main idea clear? Do the details support it?

Why did Kai replace the numbered list with sentences in paragraph form?

Kai thought his writing would be stronger if he stated his reasons as sentences in paragraph form rather than a numbered list.

Think about the organization of the information and the flow of the writing.

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Why did Kai add and delete words and sentences in paragraphs 2 and 3?

Sample answer: Kai thought he moved too quickly from explaining the game to listing the reasons it was educational. The changes fixed his weak transitions.

Revising means adding and deleting words and sentences to make your meaning clearer. It also helps improve the flow of the writing.

Peer Review

Use the rubric on the next page to review Kai'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.

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WORK WITH PAGES 206–207

Discuss the informative writing rubric on page 206 with students.

Explain that students will use this rubric to score the revised draft.

Say: Read the revised draft on page 203 again. Then use the informative 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.

Informative Writing Rubric

Score 3

- The writing answers all parts of the question.
- The ideas are well developed and organized in a way that makes sense.
- There is a clear main idea and details to support it.
- The writing is easy to read and holds the reader's attention.
- 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.
- At least a few ideas are well developed and organized in a way that makes sense.
- There is a main idea and some details to support it, though they could be clearer.
- The writing mostly stays on the subject but may have some details that do not belong.
- Some words may be misused.
- There are some mistakes in grammar, capitalization, punctuation, and spelling.

Score 1

- The writing answers only part of the question.
- The ideas do not go together well, and they are not organized in a way that makes sense.
- The main idea is unclear, or there may be several main ideas.
- The writing strays from the main subject and is hard to follow.
- Many words are overused or misused.
- There are many mistakes in grammar, capitalization, punctuation, and spelling.

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Sample answers

What score would Kai's draft receive?

Score: 2

Is the writing clear? Does it answer the question?

Why do you think it would receive this score?

I think it would receive this score because the revised draft answers the question. However, it has misspelled words, and punctuation and grammar mistakes.

Are there any mistakes?

The next step is to edit the draft.

Step 4: Edit

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

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SAMPLE

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WORK WITH PAGES 208–209

Direct students' attention to the proofreading 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 the proofreading chart.

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 ~~af~~ alone.
∿ Switch the position of letters or words.	They played also music.

Read Kai's draft. Find and correct any mistakes. Use proofreading symbols to show changes.

I am writing to ask you to add a Go club to our after-school activities ~~activies~~ program.

Go is an ancient game of strategy and skill. It was invented in China more than 3,000 years ago. It is most popular in japan.

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It is played on a board with crisscrossing lines. Two players take turns placing small counters where the lines cross to try to capture territory. The winner is the player who captures the most territory. The rules are simple and easy to learn. A beginner can have a chance against an expert. But the strategy and thinking involved are more complicated than in chess.

Go is a lot of fun to play. But it also improves your mind. It teaches you thinking skills and strategy. You use math in planning how to capture territory and defending against the other player. You learn something about the history and culture and legends of other countries (Japan).

Our school has a chess club a computer club, and a math club. We have classes in spanish and French, and sports clubs for basketball soccer, and track I think a Go club would be an excellent choice, too.

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WORK WITH PAGES 210–211

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.

When students have completed the activity, review it together. Then have students share what mistakes they marked to be corrected.

Direct students' attention to Step 5: Publish.

Read the text, or have a volunteer read it.

Explain that the final step in the writing process is to create the finished writing. In this step, all corrections have been made. The writing is now ready to be turned in to the teacher or published in another manner.

How many mistakes did you find?

I found 11 mistakes.

Are there any mistakes in grammar, punctuation, capitalization, or spelling?

Step 5: Publish

All mistakes and problems have been corrected. The final step is for Kai to share his writing with his teacher and classmates. His teacher may read his writing aloud, or he may be asked to read his writing to the class.

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Direct students' attention to the Independent Practice on page 211.

Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

Have students read the writing assignment on page 211.

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 on page 211.

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.

Independent Practice

Read the writing assignment. Then answer the questions.

Step 1: Prewrite

People all over the world play games. Some games, such as chess and running games, are very old. Other games, such as video games, are newer. Think about a game that you enjoy.

Write an essay for your teacher and classmates explaining how to play a game you enjoy.

Be sure to:

- follow the five steps of the writing process
- give a topic sentence that tells the main idea
- arrange the details in an order that makes sense
- use connecting words

Sample answers

1. Who is your audience?
   My audience is my teacher and classmates.

2. What kind of writing are you being asked to do?
   I am being asked to use informative writing to explain how to play a game that I enjoy.

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WORK WITH PAGES 212–213

Direct students to complete the graphic organizer on page 212. Encourage students to use words, phrases, or sentences to complete the organizer. Circulate to provide support.

Sample answers

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

My Game

1 Bingo

↓

2 Pick a caller. The caller picks the call-out numbers and announces them to the players.

↓

3 Give each player one card and counters.

↓

4 Have each player use a counter to cover the "free space" on each card.

↓

5 Place the call-out numbers in a bucket, hat, or bag and mix them up. Have the caller pick a number without looking and call it out. Have players put a counter on the number that is called out if they have it on their card.

↓

6 Players shout "BINGO!" when they get a full line (vertical, horizontal, or diagonal) or a full card.

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Direct students to write their draft on page 213. Have students use the graphic organizer on page 212 to help them write their draft. Tell students that it is helpful to a reader if they provide details in their sentences. Circulate to provide support as needed.

Step 2: Draft

4. Write your draft below. Use the graphic organizer on the previous page to help you write your draft. Be sure your topic sentence tells the main idea. Then write each step in your game.

Answers will vary.

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SAMPLE

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WORK WITH PAGE 214

Direct students to page 214.

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 206 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 206 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 206 and proofreading chart on page 208 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.

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SCORED EXAMPLES

Score 3 Example

I like to play Bingo. Each player receives a card with 25 squares. There are five rows and five columns. Each square has a number or picture on it. There is usually a space marked "Free" as well. Each player also gets counters. They use the counters to cover the number in a square.

Someone is named the caller. The caller is the person who picks the numbers from a bucket and then yells them out to the players.

To begin, players cover the "Free" space on their Bingo cards with a counter. Then the caller picks a number from the bucket. The caller then yells out the number. Players work quickly to cover any square on their cards that has that number. Players shout "BINGO!" when they get a line or card that is covered with the counters. The lines can be vertical, horizontal, or diagonal.

Score 2 Example

I like to play Bingo. Each player gets a card with 25 squares. Each square has a number or picture on it. There is a space marked "Free" as well. Each player gets counters to cover the number in a square.

Someone is picked to be the caller. The caller picks the numbers from a bucket and then yells them out.

To begin, players cover the "Free" space with a counter. Then the caller picks the numbers from the bucket. The caller than yells out the number or picture Players quickly cover any square that has that number. Players shout "BINGO!" when they get a line or card that is covered with the counters. The lines can be vertical, horizontal, or diagonal.

Score 1 Example

I like to play Bingo. Each player gets a card. There is a space marked "Free" on the card. Each player gets counters.

Someone is the caller. The caller picks the numbers from a bucket and yells.

First players cover the "Free" space. Then the caller picks the numbers and out yells out the number Players cover that number. Players shout "BINGO!" when they get a line or card that is covered.

Language Differentiation

Have students read their response to the writing assignment on page 211. Have students circle the sequence words they used in their writing. Challenge students to think of other sequence words or phrases they could use.

Enrich the Lesson

Have students think about something they do often. Have students write the steps to this routine or task.

SAMPLE

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