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Lesson	Title	Standards Connection	Skill		
Unit 1: La	Unit 1: Language Conventions				
Lesson 1	Word Parts	L.6.4 ELD-LA.6–8.Inform.Interpretive	prefixes, suffixes, roots, compound words		
Lesson 2	Words in Context	L.6.4 ELD-LA.6–8.Inform.Interpretive	context clues, synonyms, antonyms		
Lesson 3	Word Relationships	L.6.5 ELD-LA.6–8.Inform.Interpretive	idioms, onomatopoeia, similes, metaphors, personification		
Lesson 4	Multiple-Meaning Words	L.6.4 ELD-LA.6–8.Inform.Interpretive	homographs/homophones, shades of meaning		
Lesson 5	Rules of English	L.6.2 ELD-LA.6–8.Inform.Interpretive	capitalization, end marks, quotation marks, commas, possessives		
Lesson 6	Grammar	L.6.1 ELD-LA.6–8.Inform.Interpretive	essentials of grammar		
Unit 2: E	lements of Writing				
Lesson 7	Writing a Paragraph	W.6.4, 5, 6 ELD-LA.6–8.Explain.Expressive	how to write a good, single paragraph		
Lesson 8	Main Idea and Details	W.6.4, 5, 6 ELD-LA.6–8.Narrate.Expressive	recognizing main idea and supporting details		
Lesson 9	Cause and Effect	W.6.4, 5, 6 ELD-LA.6–8.Explain.Expressive	analyzing what happened and why it happened		
Lesson 10	Compare and Contrast	W.6.4, 5, 6 ELD-LA.6–8.Explain.Expressive	understanding similarities and differences		
Lesson II	The Writing Process	W.6.4, 5, 6 ELD-LA.6–8.Explain.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish		
Unit 3: Types of Writing					
Lesson 12	Personal Writing	W.6.4, 10 ELD-LA.6–8.Narrate.Expressive	formal and informal writing		
Lesson 13	Reasoned Writing	W.6.1 ELD-LA.6–8.Argue.Expressive	stating and supporting an opinion or argument		
Lesson 14	Narrative Writing	W.6.3 ELD-LA.6–8.Narrate.Expressive	telling a story with a beginning, middle, and end		
Lesson 15	Descriptive Writing	W.6.2 ELD-LA.6–8.Explain.Expressive	creating a word picture		
Lesson 16	Informative Writing	W.6.2 ELD-LA.6–8.Inform.Expressive	using facts and details to inform		
Lesson 17	Response to Literature	W.6.4 ELD-LA.6–8.Explain.Expressive	telling about the elements of a literary text		

Lesson	Title	Standards Connection	Skill	
Unit 4: Research				
Lesson 18	Researching Sources and Content	W.6.7 ELD-LA.6—8.Explain.Expressive	determining a topic, finding print and digital sources	
Lesson 19	Outlining the Research Paper	W.6.8 ELD-LA.6—8.Explain.Expressive	creating an outline	
Lesson 20	Writing the Research Paper	W.6.4, 6, 10 ELD-LA.6–8.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.

Total Time: 90 minutes

Introduction: 30 minutes **Guided Practice:** 30 minutes

Independent Practice: 30 minutes

Vocabulary

Tier 1: menu, restaurant

Tier 2: lot

Tier 3: fact, opinion, persuade,

persuasive, reasons

Writing Standards Connection

W.6.1 Write arguments to support claims with clear reasons and relevant evidence

- Use the five-step writing process
- State a claim and support it with reasons and evidence
- Language of language arts, Argue.Expressive

13 Reasoned Writing

Some writing asks what you think or feel about something. This is called an **opinion**. You might be asked to write an opinion of a movie, a book, or a game. Other times, you may be asked to convince readers to change the way they think about an issue. This is called **persuasive writing**.

You cannot prove an opinion. However, you can support it. You do this with facts and reasons. Facts can be proven true. They can be checked. Reasons explain why your opinion makes good sense.

This type of writing can take the form of an email message or a letter. You might send an email to a friend to persuade him or her to do something. You might write a letter to a principal to persuade her to start a new after-school club.

You need to plan your ideas when you write an opinion of argument.

- Tell your opinion
- 2. Support your opinion with facts, examples, and reasons.
- 3. Connect your opinion with your reasons. Use linking words like because, for example, therefore, and since.
- Use your last sentence or paragraph to sum up your opinion or position.

These words are used to express an opinion.

nobody think worst all feel always seem best believe never

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Unit 3 Types of Writing 151

WORK WITH PAGES 151–152

Read about opinion writing on pages 151 and 152, or have a volunteer read it.

Instructional Note: Spend some time discussing the difference between opinions and facts. You will probably find that many students are unable to distinguish between them at times. For example, they may believe that a very firm opinion is really a fact or is as powerful as a fact. Discuss the kind of "proof" required to make something a fact.

Direct students to Guided Practice on page 152

Read the writing prompt aloud,

Read about Step 1: Prewrite.

Have students write their answers to the question on page 152. 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.

Guided Practice

Read the writing assignment. Then answer the questions.

Think about a restaurant, food truck, or other place that you have eaten.

Write a restaurant review for your classmates that states your opinior about this eating place.



- follow the five steps of the writing process
- state your opinion clearly in the first sentence
- support your opinion with at least three good reasons or facts

Step 1: Prewrite

One student, Mateo, thinks about what he is being asked to write. First, he reads the writing assignment. Then he underlines key words.

Sample answers

What key words will Mateo underline?

- 1. your opinion about this eating place
- 2. three good reasons or facts
- 3. classmates



Underlining key words helps you understand the writing purpose. It helps you answer who, what, and why questions

152 Unit 3 Types of Writing

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WORK WITH PAGES 153–154

Continue reading the text on page 153, or have a volunteer read it.

Review the notes taken about the writing prompt.

Explain that the graphic organizer chart shows reasons and facts to support the writer's opinion.

Mateo also makes notes while he reads.

• my subject—place I have eaten
• what I have to do—tell my opinion and back it up with at least
three good reasons or facts
• audience—classmates

The next step is to decide on an opinion about the subject. Mateo decides to use a graphic organizer to plan his writing. First he states his opinion. Then he lists his facts and reasons in the order that he would write about them in his draft. Here is the organizer Mateo uses:

My Opinion

Theo's Tayerna is a good restaurant.

Reason/Fact 1

We lead no problem finding parking. There was parking along Bridge Street and in a parking lot behind the restaurant.

Reason/Fact 2

We waited in line to get into the restaurant. However, we were seated quickly.

Reason/Fact 3

Reason/Fact 4

Version of this waterial is researched.

Unit 3 Types of Writing 153

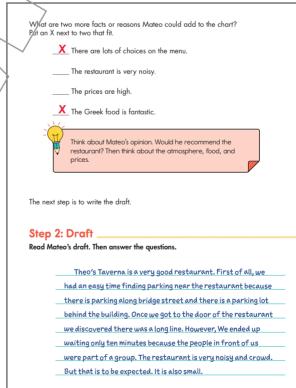
Have students answer the question on page 154. Point out the hint box below the question. Tell students the hint box will help them answer the question.

When students have completed the activity, review it together. Have students share their answers to the question on page 154.

Direct students' attention to Step 2. Draft,

Say: This is an example of a draft that could be written using the graphic organizer on page 153.

Read the student draft on pages 154 and 155, or have a volunteer read it.



154 Unit 3 Types of Writing

WORK WITH PAGES 155-156

Continue reading the student draft on page 155, or have a volunteer read it.

Have students answer the questions on page 155. 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.

The menu has lost of choices. There is Green food, of course. That is why went to Theos because most of my family loves greek food. However, my sister loes not like this type of food. She had no problem finding something on the menu that she did like She ordered a burger If you like Greek food, you will be happy because the food is fantastic. If you don't like Greek food, you are sure to find something you do like on the menu. This is why I love going to Theo's Sample answers What is the topic sentence? The topic sentence is "Theo's Taverna is a very good restaurant." what Mateo thinks List two facts that Males gives to support his opinion.

1. If you like Greek food, you will be happy because the food is fantastic. The menu has lots of choices. A fact can be proven to be true The next step is to revise the draft Unit 3 Types of Writing 155

Direct students' attention 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. Theo's Taverna is a very good restaurant. First of all, we had an easy time finding parking near the restaurant because there is parking along bridge street and there is & parking lot behind the building. Once we got to the door of the restaurant of people waiting to get in we discovered there was a long line. However, We ended up waiting only ten minutes because the people in front of us were part of a group. The restaurant is very noisy and crowd, because the restaurant is very popular This might bother s
But that is to be expected. It is also small. but we do not mind The menu has lost of choices. There is Greek food, of course. That is why went to Theos because most of my family loves greek food. However, my sister does not like this type of food. She had no problem finding something on the menu that she did like. She ordered a burger If you like Greek food, you will be happy because the food is fantastic. If you don't like Greek food, you are sure to find something you do like on the menu. This is why I love going to Theo's 156 Unit 3 Types of Writing

WORK WITH PAGES 157–158

Have students answer the questions on page 157. 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 page 157.

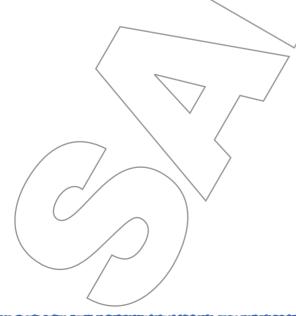
Say: Peer review is another part of the revise step.

Once you have revised your own draft, you may be asked to look at another student's writing.

Read about peer review on page on page 157, have student volunteers take turns reading it, or ask a volunteer to read it.

Discuss the persuasive/opinion writing rubric on page 158 with students.

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



Sample answers

What information did Mateo add about his family and what they think about the restaurant?

Mateo knows that some people do not like a small and noisy restaurant. However, his family does not care about that, so he added the sentence "This might bother some people, but we do not mind it."



Revising means taking out information or sentences that do not support an opinion. It also means adding information.

What other changes did he make?

Mateo explained what he/meant by/"a line." He also explained why it is to be expected that Theo's Taverna is noisy.



Writers may add details to support their opinion. They often revise their writing to make it flow better.

Peer Review

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

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Unit 3 Types of Writing 157

e 3

Persuasive/Opinion Writing Rubric

- The writing answers all parts of the question.
- The review begins with a topic sentence that clearly states the opinion.
- There are three strong facts or reasons to support the opinion.
- Appropriate transitions connect the ideas.
- 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.
- $\bullet\,$ The review begins with a topic sentence that states the opinion.
- There are three facts or reasons to support the opinion, but they could be stronger.
- Appropriate transitions connect most ideas.
- Some words are misused.
- There are some mistakes in grammar, capitalization, punctuation, and spelling.

Score 1

- The writing answers only part of the question.
- $\bullet\,$ There is no clear topic sentence.
- There are fewer than three facts or reasons to support the opinion.
- Many ideas are not connected.
- Many words are misused or overused.
- There are several mistakes in grammar, capitalization, punctuation, and spelling.

158 Unit 3 Types of Writing

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WORK WITH PAGES 159–160

Say: Read the revised draft on page 156. Then use the persuasive/opinion 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 answer 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.

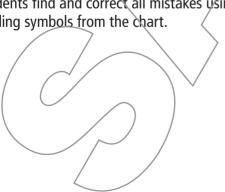
Instructional Note: You can have students work in pairs or groups to read and score one another's papers. To be sure students actually collaborate, check their conversations and suggestions. You may want to have them rewrite their answers based on the collaboration.

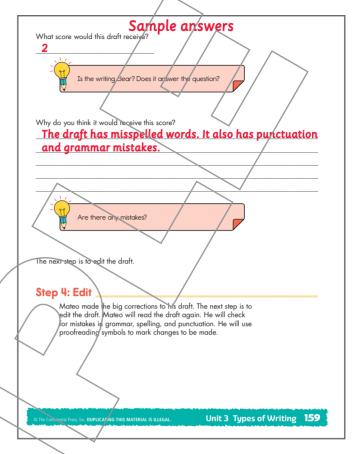
Read about Step 4: Edit.

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.

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 from the chart.







WORK WITH PAGES 161-162

Have students continue to read the revised draft and find and correct all mistakes.

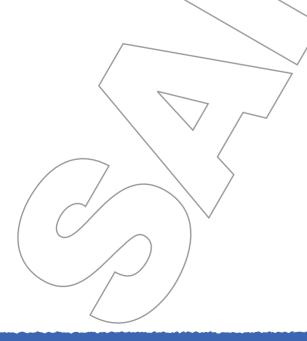
Have students write their answer to the question. Point out the hint box below the question. Tell students the hint box will help them answer the question.

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

we discovered there was a long line of people waiting to get in. However, We ended up waiting only ten minutes because the people in front of us were part of a grou the restaurant is very popular. It is also small. This migh bother some people, but we do not mind it The menu has lost of choices. There is Greek food, of course. That is why we went to Thees by family loves greek food. However, my sister does not like this type of food. She had no problem finding something on the menu that she did like. She ordered burger of you like Greek food, you will be happy because the food is fantastic. If you don't like Greek food, you are sure to find something you do ke on the menu. This is why I love going to Theo's low many mistakes did you find? Sample answer: I found ten mistakes During the editing stage, a writer corrects any mistakes in spelling, capitalization, and punctuation.

Direct students' attention to Step 5: Publish.

Read the text, or have a volunteer read it.



Step 5: Publishing

The last step is for Mateo to publish his review. There are many ways to publish something. Mateo could make a PowerPoint presentation. He could also read his writing to the class. However, the assignment said that Mateo's audience was his classmates. He could give them copies of his review. He might even publish it on the class website or in the school newspaper.





Unit 3 Types of Writing 161

162 Unit 3 Types of Writing

WORK WITH PAGES 163-164

Direct students' attention to the Independent Practice on page 163. Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

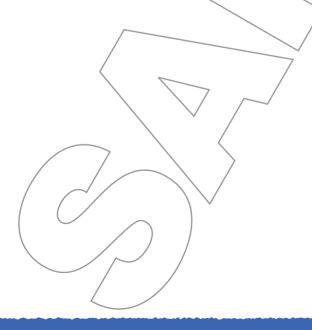
Read the writing assignment aloud. Answer any questions students may have. Make sure students understand the expectations for the assignment.

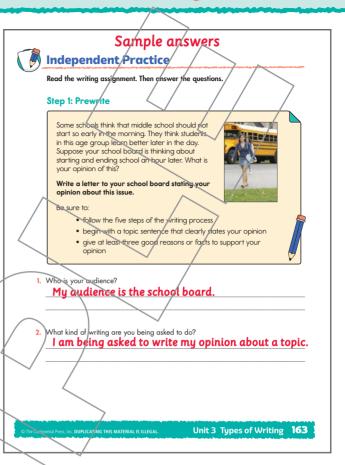
Tell students that it is important to first take notes and organize their thoughts before writing.

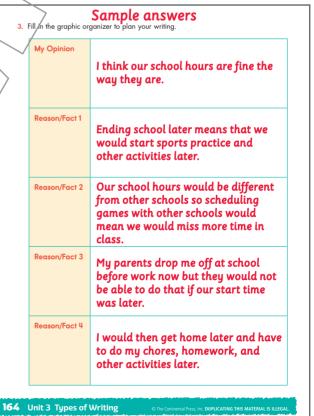
Have students answer the questions on page 163.

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.

Have students complete the graphic organizer on page 164. Encourage students to use words, phrases, or sentences to complete the organizer. Circulate to provide support.







WORK WITH PAGES 165-166

Direct students to write their draft on page 165. Have students use the graphic organizer on page 164 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
Write your draft by

4. Write your draft/below. Use the graphic organizer on the previous page to help you write your draft. Be/sure your topic sentence state the opinion, then write each fact or reason for your opinion.

Answers will vary.

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Unit 3 Types of Writing 165

Direct students to page 166.

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 158 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 158 of the student book.

Sample scored student examples are provided on the next page.

Step 3: Revise

Step 4: Edit

 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 158 and proofreading chart on page 160 to review your writing. Ask a peer to review your writing, too.

Answers will vary.

Step 5: Publish

 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.

166 Unit 3 Types of Writing

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SCORED EXAMPLES

Score 3 Example

Dear School Board Members,

I think our school should not start and end school an hour later.

Ending school later means that we would start sports practice and other activities later. Our dismissal time would be different from the other schools. That means we might have to leave class earlier to get to a game on time.

Another reason I like the hours the way they are is because my parents drop me off at school before they go to work. They would not be able to drop me off if our start time was later. I would then have to take the bus to school.

My final reason is that I would get home later each day. This means I would have to do my chores, homework, and other activities later in the evening. I would have to miss or be late for some evening activities because I would be getting home when the activity begins.

I hope that you will decide not to change our start and dismissal times.

Sincerely,

Raul Garcia

Score 2 Example

Dear School Board Members,

I think our school should not change our hours. They are fine the way they are Ending school later

means that we would start practice and other activities later. Our school hours would be different from the other schools. Another reason I like the hours the way they are is because my parents drop me off at school before they go to work. If our start time was later, I would then have to take the bus to school.

My final reason is that I would get home later each day. This means I would have to do my chores, homework, and other activities later. I would have to miss some activities because I would be getting home when the activity starts.

Sinderely,

Raul Garcia

Score 1 Example

Dear School Board Members,

I think our school should not change our hours. They are fine. Ending school later means that we would start sports practice later. Our school hours would be different from the other schools. That means we might have to leave class earlier for games. I like the hours the way they are. I do not want to get home later each day. This means I would have to do my homework later.

Sincerely,

Raul Garcia

Language Differentiation

Direct students to the opinion words in the thought bubble on page 151 of the student book. Tell students that these words signal an opinion. Challenge students to think of other words that signal an opinion (most, none, everyone, really, very).

Enrich the Lesson

Have students read the writing assignment again. Tell students that they should write another letter from the opposite view of the first letter they wrote.