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| Lesson                       | Title  | Standards Connection   | Skill  |  |  |  |
|------------------------------|--|--|--|--|--|--|
| Unit 1: Language Conventions |  |  |  |  |  |  |
| Lesson 1                     | Word Parts   | L.8.4<br>ELD-LA.6–8.Inform.Expressive                            | prefixes, suffixes, roots, compound words                |  |  |  |
| Lesson 2                     | Words in Context                                   | L.8.4<br>ELD-LA.6–8.Inform.Expressive                            | context clues, synonyms, antonyms                        |  |  |  |
| Lesson 3                     | Word Relationships                                 | L.8.5<br>ELD-LA.6–8.Inform.Expressive                            | idioms, similes, metaphors, personification              |  |  |  |
| Lesson 4                     | Multiple-Meaning<br>Words                          | L.8.4<br>ELD-LA.6–8.Inform.Expressive                            | homographs/homophones, shades of meaning                 |  |  |  |
| Lesson 5                     | Rules of English                                   | L.8.2<br>ELD-LA.6–8.Inform.Expressive                            | capitalization, end marks,<br>quotation marks, commas    |  |  |  |
| Lesson 6                     | 16 Grammar L.8.1 ELD-LA.6–8.Inform.Expressive      |  | essentials of grammar                                    |  |  |  |
| Unit 2: E                    | lements of Writing                                 |  |  |  |  |  |
| Lesson 7                     | Writing a Paragraph                                | W.8.4, 5, 6<br>ELD-LA.6–8.Narrate.Expressive                     | how to write a good, single paragraph                    |  |  |  |
| Lesson 8                     | Main Idea and<br>Details                           | W.8.4, 5, 6<br>ELD-LA.6–8.Inform.Expressive                      | recognizing main idea and supporting details             |  |  |  |
| Lesson 9                     | Cause and Effect                                   | W.8.4, 5, 6<br>ELD-LA.6–8.Explain.Expressive                     | analyzing what happened and why it happened              |  |  |  |
| Lesson 10                    | Compare and<br>Contrast                            | W.8.4, 5, 6<br>ELD-LA.6–8.Inform.Expressive                      | understanding similarities and differences               |  |  |  |
| Lesson 11                    | The Writing Process                                | W.8.4, 5, 6<br>ELD-LA.6–8.Inform.Expressive                      | using 5 steps: Prewrite, Draft,<br>Revise, Edit, Publish |  |  |  |
| Unit 3: Types of Writing     |  |  |  |  |  |  |
| Lesson 12                    | Personal Writing                                   | W.8.4, 10<br>ELD-LA.6–8.Narrate.Expressive                       | formal and informal writing                              |  |  |  |
| Lesson 13                    | Reasoned Writing W.8.1 ELD-LA.6–8.Argue.Expressive |  | stating and supporting an opinion or argument            |  |  |  |
| Lesson 14                    | Narrative Writing                                  | W.8.3<br>ELD-LA.6–8.Narrate.Expressive                           | telling a story with a beginning,<br>middle, and end     |  |  |  |
| Lesson 15                    | Descriptive Writing                                | W.8.3<br>ELD-LA.6–8.Narrate.Expressive                           | creating a word picture                                  |  |  |  |
| Lesson 16                    | Informative Writing                                | W.8.2 using facts and details to in ELD-LA.6–8.Inform.Expressive |  |  |  |  |
| Lesson 17                    | Response to<br>Literature                          | W.8.2, 4 ELD-LA.6–8.Inform/Explain. Expressive                   | telling about the elements of a<br>literary text         |  |  |  |

| Lesson    | Title                           | Standards Connection                         | Skill  |  |
|-----------|---------------------------------|--|--|--|
| Unit 4: R | Unit 4: Research                |  |  |  |
| Lesson 18 | Researching Sources and Content | W.8.7<br>ELD-LA.6–8.Inform.Expressive        | determining a topic, finding print and digital sources |  |
| Lesson 19 | Outlining the<br>Research Paper | W.8.8<br>ELD-LA.6–8.Explain.Expressive       | creating an outline                                    |  |
| Lesson 20 | Writing the Research<br>Paper   | W.8.4, 6, 10<br>ELD-LA.6–8.Inform.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 2: mood, plot, predict, repetition,

Tier 3: excerpt, literature, memoir, poetry, point of view, rhyme, theme

## **Language Standards Connection**

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

- Use the five-step writing process
- Write a response to literature
- Language of language arts, Inform/Explain.Expressive

# **WORK WITH PAGES 217-218**

Read about response to literature, or have a volunteer read it.

Instructional Note: Discuss with students the different types of literature they will encounter in school (short stories, novels, poems, plays). Explain that students may be asked to write about the structure of these literary texts. Discuss that they may be asked to write about the key elements relating to the different types of literature.

Direct students to the Guided Practice on page 218. Read the directions and the poem aloud, or have a volunteer read them.

# 17 Response to Literature

Some writing asks you to tell about stories, plays or poems you have read. This is called **response to literature**. This writing is different from writing to give an opinion or information. You need to think about these things.

> Who the characters are and what they are like. Think about how they relate to one another and why they do the things they do.

- The setting. Where and when do the events take place? How does the setting help create the feeling of the story, play, or poem?
- . The structure. Pay attention to the order of events. Note what happens in the beginning, middle, and end.
- The plot. What events or actions take place? Is there a problem or conflict? How is the problem solved?
- The theme. What lesson does it teach?
- The language. How does the author use words to create images in



Unit 3 Types of Writing 217

# **Guided Practice**

Read the poem and the writing prompt. Then answer the questions.

#### Stopping by Woods on a Snowy Evening

by Robert Frost

Whose woods these are I think I know His house is in the village though; He will not see me stopping here To watch his woods fill up with snow

- 5 My little horse must think it queer To stop without a farmhouse near Between the woods and frozen lake The darkest evening of the year.
- He gives his harness bells a shake 10 To ask if there is some mistake. The only other sound's the sweep Of easy wind and downy flake

The woods are lovely, dark, and deep.

But I have promises to keep, 15 And miles to go before I sleep, And miles to go before I sleep



#### **WORK WITH PAGES 219–220**

Read the writing prompt at the top of page 219 aloud, or have a volunteer read it.

Read about Step 1: Prewrite. Direct students to read the prompt again and underline the important words in the text.

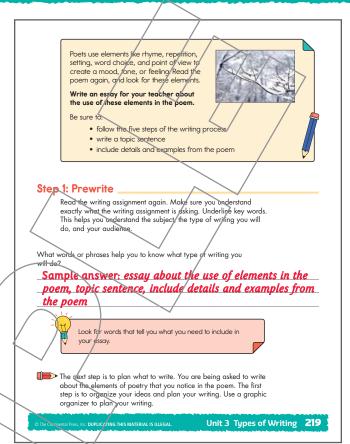
Have students write their answers to the question on page 219. Point out the hint box below the guestion. Tell students the hint box will help them answer the question.

When students have completed the activity, review it together. Have students share their answers to the question on page 219.

Continue to read the text at the bottom of page 219.

Direct students to the graphic organizer on page 220. Explain that the chart shows examples of the elements of poetry found in the poem on page 218. Read the information from the chart aloud, or have a volunteer read it.

Have students answer the questions on pages 220 and 221. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.



**Examples from the Poem** of Poetry though, know, snow (end rhyme) lines I, 2, and 4 "And miles to go before I sleep" the last two lines are repeated also the word woods is repeated the setting is the woods, it's snowing, it's dark and quiet; Settina there's no one else there Word words like lake, darkest, sweep, wind, downy, lovely, Choice dark, and deep are words that paint a picture the speaker is telling the poem from first-person point Point of View peaceful, soothing, lonely Mood or

Which words in the poem tell you that first-person point of view is

Here is how one student, Vita, plans what she will write

The words *I, my,* and *me* indicate first-person point of



#### **WORK WITH PAGES 221–222**

When students have completed the activity, review it together. Have students share their answers to the questions on pages 220 and 221.

Direct students to Step 2: Draft.

Say: This is an example of a draft that could be written using the graphic organizer on page 220.

Read the draft on pages 221 and 222 aloud, or have a volunteer read it.

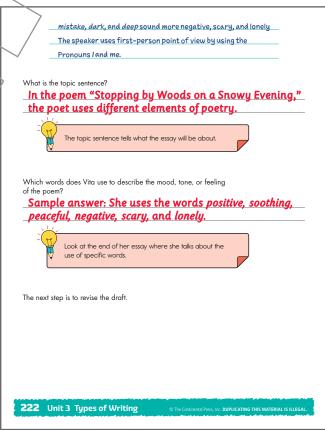
Sample answer: The words in the poem greate both a peaceful mood and a lonely feeling words can create positive or negative feelings, or both. Step 2: Draft Read Vita's draft. Then answer the questions In the poem "Stopping by Woods on Snowy Evening," the poet uses different elements of poetry. Rhyme is used in every first, second, and forth line. The rhyme is end rhyme. An example of this is in lines 1, 2, and 4 where the words though, now, and snow rhyme. another element the author uses is repetition. The most obvious is in the last too lines of the poem. he last two lines are exactly the same. The speaker says, "And iles to go before I sleep" twice. The other thing I noticed was he word woods repeated. In fact the word woods tells the nain setting of the poem. The entire setting takes place in the woods. The woods are quiet, dark, and snowy. The speaker uses specific words to create a feeling. Words and phrases like easy wind, downy flake, and lovely seem positive, soothing, and peaceful. However, phrases like darkest evening, some Unit 3 Types of Writing 221

What mood or feeling does the speaker

Have students answer the questions on page 222. 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 222.





### **WORK WITH PAGES 223–224**

Direct students to Step 3: Revise.

Read the directions and the revised draft on page 223 aloud. Explain that changes to the draft are shown in red.

Read Vita's revised draft. Then answer the questions In the poem "Stopping by Woods on a Snowy Evening," the poet uses different elements of poetry. Rhyme is used in every first, second, and forth line. The rhyme is end rhyme, An example of this is in lines 1, 2, and 4 where the words though, know, and snow rhyme. another element the author uses is repetition. The most obvious is in the last too lines of the poer The last two lines are exactly the same. The speaker says, "And miles to go before I sleep" twice. The other thing I noticed It is in the title and then repeated throughout the poem. was the word woods repeated. In fact the word woods tells the main setting of the poem. The entire setting takes place in the woods. The woods are quiet, dark, and snowy. The speaker uses specific words to create a reeling. Words and phrases like easy wird, downy flake, and lovely seem positive, soothing, and peaceful. However, phrases like darkest evening, some mistake, dark, and deep sound more negative, scary, and lonely The speaker uses first-person point of view by using the Unit 3 Types of Writing 223

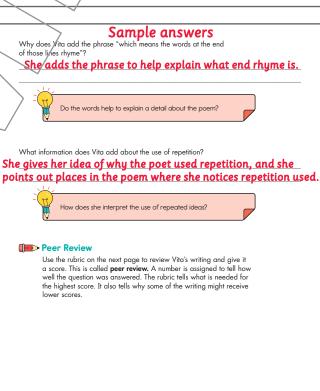
Step 3: Revise

Have students answer the questions on page 224 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.

Read about peer review on page 224.

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.



#### **WORK WITH PAGES 225–226**

Discuss the writing a response to literature rubric on page 225 with students.

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

Say: Read the revised draft on page 223 again. Then use the writing rubric on page 225 to answer the questions.

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

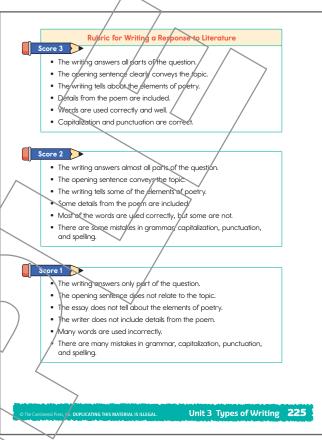
Once students have scored the revised draft, direct them to the second question. Have students write their answers to the questions. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

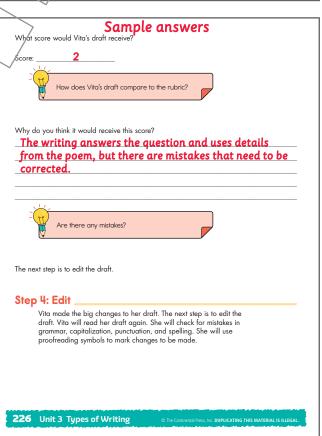
When students have completed the activity, review it together. Have students share their answers to the questions.

**Instructional Note:** You can have students work in pairs or in groups to read and score one another's writing. 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 \$tep 4: Edit.

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

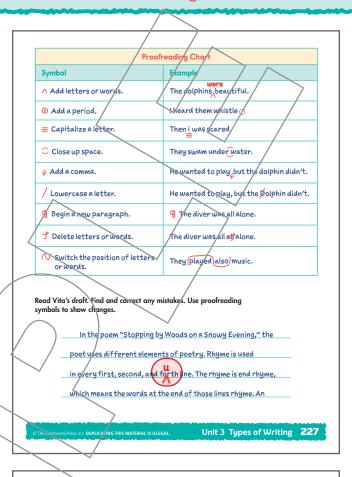




#### **WORK WITH PAGES 227–228**

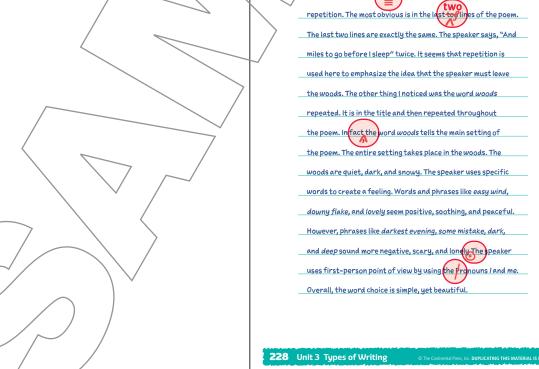
Direct students' attention to the proofreading chart. Discuss the different proofreading symbols and how they are used to indicate what changes should be made.

Tell students they will now read the revised draft again. Have students read the student draft on pages 227 and 228. Have students find and correct all mistakes using the proofreading chart on page 227.



xample of this is in lines 1, 2, and 4 where the words though,

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



# **WORK WITH PAGES 229–230**

Have students write their answers to the question on page 229. Point out the hint box below the guestion. 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. Then have students share what mistakes they marked to be corrected.

Read about Step 5: Publish.

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 six mistakes. Are there any mistakes in grammar, capitaliza punctuation, or spelling? Step 5: Publish All mistakes have been fixed. The final step is for Vita to publish her writing. She will turn in her writing to her teacher. Unit 3 Types of Writing 229

Direct students' attention to the Independent Practice on page 230.

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

Have students read the directions. Then have them read the excerpt on page 230. Read the excerpt aloud if needed.



#### **Independent Practice**

Read the excerpt from a memoir. Then answer the questions.

#### Step 1: Prewrite

All we could hear were crickets chirping and water rushing in the distance. It was the middle of the night, and we were in a tent in the wilderness. The campfire had died out hours ago. We remained snuggled inside our sleeping bags to stay warm for the night. Our backpacks, right next to us, were filled with provisions for the rest of the trip. We constantly garded them. Without these supplies, we might not have the strength to find our way back to the path. This camping trip was supposed to be fun, but we were so far off-grid it was frightening. Somewhere, we had made a wrong turn. We were no longer on the marked path. We tried to rely on instinct and navigate during the day by the position of the sun. But we were amazingly disoriented. A few weeks ago, we were four roommates happily sharing a dorm room. We planned our adventure, or so we thought. We did not anticipate getting lost. I felt responsible. This trip was my idea, and I regretted it. I had to figure out a way to get us all home safely



#### **WORK WITH PAGES 231–232**

Have students read the writing assignment on page 231.

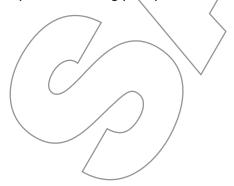
Review the writing assignment. Answer any questions students may have. Make sure students understand the expectations for the assignment.

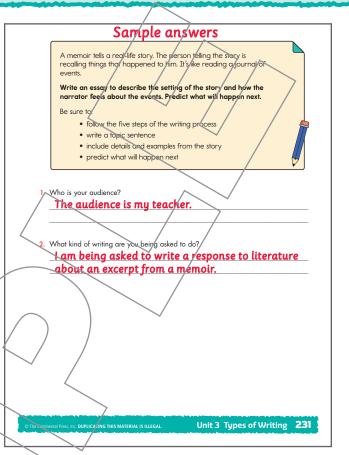
Tell students that it is important to first take notes and organize their thoughts before writing.

Have students answer the questions on page 231.

Have students complete the graphic organizer on page 232 independently. Encourage students to use words, phrases, or sentences to complete the graphic organizer. Circulate to provide support as needed.

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 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.







# **WORK WITH PAGES 233-234**

Direct students to write their draft on page 233. Have students use the graphic organizer on page 232 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 frou write your graft. Be sure to include a topic sentence. Then use details and examples to support your main idea. Include your prediction about what you think will happen next.

Answers will vary.

Unit 3 Types of Writing 233

Direct students to page 234.

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

Have them use the rubric on page 225 of the student book and the proofreading chart on page 227 of the student book to review and edit their writing. Circulate to provide support as needed.

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

Evaluate the students' answers using the rubric on page 225 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 revisions on this page. Then edit your revised draft. Use the rubric on page 225 and the proofreading chart on page 227 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

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



# **SCORED EXAMPLES**

#### Score 3 Example

In the memoir, the writer used details to describe the setting and precise words to tell how he felt. The setting was at night. The writer said they only heard crickets chirping and water rushing in the distance. They were inside a tent trying to stay warm. You can tell it was chilly because the campfire had burned out and the author said they were snuggled inside their sleeping bags. When the writer said, "we were...off-grid," he meant that they were alone and lost. He said that they were in the wilderness and no longer hiking on the marked path. The writer indicated that he was frightened, disoriented, and felt responsible. He expressed that the trip was his idea, and now that they were lost, he felt like he had to figure out how to get everyone home safely. He also mentioned that he felt regretful.

I predict that they remained lost for several days and nights and faced some dangers. Otherwise, if they had not had difficulties, the author might not have written a memoir. I predict that eventually, they came across another hiker, saw him in the distance, and shouted for him to wait. The other hiker was on the path and led them back to a road where they called for help. Luckily, they all returned home safely. The writer probably gave more details about their experiences in the memoir.

#### Score 2 Example

The writer uses details to describe the setting and words to tell how he felt. The setting was at night. They were inside a tent. You can tell it was chilly because the campfire burned out and the author says they were snuggled inside their sleeping bags. They were alone and lost. He says that they were in the wilderness and no longer on the marked path. The writer indicates that he was frightened, disoriented, and that he feels responsible. I predict that they remained lost for several days and nights and faced some dangers. I predict that eventually, they came across another hiker, saw him in the distance, and shouted for him to wait. The other hiker was on the path and led them back to a road where they called for help. Luckily, they all returned home safely.

#### Score 1 Example

The writer used details to describe the setting. The setting was at night. They were inside a tent snuggled inside their sleeping bags. They were lost. They were in the wilderness. The writer says that he was frightened. I predict that they all returned home safely.

# Language Differentiation

Review the elements of literature with students. Explain how stories, poems, and plays have some similar elements and some that may be different. Read a short story, a poem, and a play for the class. After each one, have students identify elements such as characters, plot, setting, structure, theme, and language.

#### **Enrich the Lesson**

Instruct students to briefly tell about a favorite book, movie, or TV show. When they have finished their description, have their classmates identify the characters, plot, setting, structure, and theme. Ask students to point out details from the description given.