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Lesson	Title	Standards Connection	Skill			
Unit 1: Language Conventions						
Lesson 1	Phonics	L.2.2 ELD-LA.2-3.Inform.Interpretive	consonants, vowels, word families, syllables			
Lesson 2	Word Parts	L.2.4 ELD-LA.2-3.Inform.Interpretive	prefixes, suffixes, roots, compound words			
Lesson 3	Words in Context	L.2.4 ELD-LA.2-3.Inform.Interpretive	context clues, synonyms, antonyms			
Lesson 4	Word Relationships	L.2.5 ELD-LA.2-3.Inform.Interpretive	idioms, onomatopoeia, similes, metaphors, personification			
Lesson 5	Multiple-Meaning Words	L.2.4 ELD-LA.2-3.Inform.Interpretive	homographs/homophones, shades of meaning			
Lesson 6	Rules of English	L.2.2 ELD-LA.2-3.Inform.Interpretive	capitalization, end marks, quotation marks, commas, possessives			
Lesson 7	Grammar	L.2.1 ELD-LA.2-3.Inform.Interpretive	essentials of grammar			
Unit 2: E	lements of Writing					
Lesson 8	Writing a Paragraph	W.2.5, 6 ELD-LA.2-3.Inform.Expressive	how to write a good, single paragraph			
Lesson 9	Main Idea and Details	W.2.5, 6 ELD-LA.2-3.Inform.Expressive	recognizing main idea and supporting details			
Lesson 10	Cause and Effect	W.2.5, 6 ELD-LA.2-3.Narrate.Expressive	analyzing what happened and why it happened			
Lesson II	Compare and Contrast	W.2.5, 6 ELD-LA.2-3.Inform.Expressive	understanding similarities and differences			
Lesson 12	The Writing Process	W.2.5, 6 ELD-LA.2-3.Inform.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish			
Unit 3: T	Unit 3: Types of Writing					
Lesson 13	Personal Writing	W.2.5, 6 ELD-LA.2-3.Inform.Expressive	formal and informal writing			
Lesson 14	Opinion Writing	W.2.1 ELD-LA.2-3.Argue.Expressive	stating and supporting an opinion or argument			
Lesson 15	Narrative Writing	W.2.3 ELD-LA.2-3.Narrate.Expressive	telling a story with a beginning, middle, and end			
Lesson 16	Descriptive Writing	W.2.3 ELD-LA.2-3.Narrate.Expressive	creating a word picture			

Lesson	Title	Standards Connection	Skill		
Lesson 17	Informative Writing	W.2.2 ELD-LA.2-3.Inform.Expressive	using facts and details to inform		
Lesson 18	Response to Literature	W.2.5, 6 ELD-LA.2-3.Narrate.Expressive	telling about the elements of a literary text		
Unit 4: Research					
Lesson 19	Researching Sources and Content	W.2.7 ELD-LA.2-3.Explain.Expressive	determining a topic, finding print and digital sources		
Lesson 20	Outlining the Research Paper	W.2.8 ELD-LA.2-3.Explain.Expressive	creating an outline		
Lesson 21	Writing the Research Paper	W.2.6, 7, 8 ELD-LA.2-3.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:** birthday, gift, return, ticket, uncle

**Tier 2:** address, body, details, email, envelope, example, invite, letter, mail, message, post office, score, serious, stamp, subject

**Tier 3:** comma, draft, edit, formal, graphic organizer, greeting, informal, main idea, peer review, personal, publish, revise, rubric, signature, thankyou letter

# **Writing Standards Connection**

**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

**W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

- Write a letter or email
- Use main idea and details
- Language of language arts, Inform.Expressive

# **WORK WITH PAGES 151-152**

Read about personal writing on page 151. Explain formal and informal tones in writing

Then read the Guided Practice writing prompt aloud. Continue reading about Step 1: Prewrite on page 152.

Review the parts of a letter with students.



# 13 Personal Writing

Some writing you do is for school. This writing has a **formal**, or serious, tone. Formal writing should have complete sentences. It should follow the rules of writing. Other writing you do is **personal**. This writing is **informal**. You might not follow all the rules of writing. You might write a thank-you note to your grandparents or send a message to a friend. Writing in a journal is also personal writing.



#### **Guided Practice**

Read the writing assignment. Then answer the questions.

Write a thank-you letter to a friend or family member for a birthday gift. You will send the letter through the post office mail.

e sure to:

- thank the friend for the gift
- tell something about the gift or the friend
- include all the parts of the letter
- address the envelope to send the letter

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Unit 3 Types of Writing 151

7

The first step is to plan your writing. You need to know the address where the letter is being sent.

Letter

A letter has five parts.

- The heading has the date the letter was written. It also has the writer's address. An address tells where a person lives. It tells the name, city, and state. The address also has a zip code.
- 2. The **greeting** starts the letter. It says hello to the reader. It ends with a **comma** (,).
- 3. The **body** is the main part of the letter. It has the letter's message.
- The closing says goodbye. It also ends with a comma.
- 5. The **signature** is the writer's name. It is at the end of the letter.

152 Unit 3 Types of Writing

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# **WORK WITH PAGES 153-154**

Review the parts of a letter on page 153 with students.

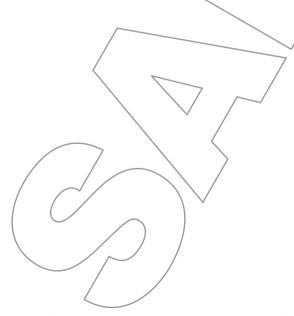
Have students write their answers to the questions on pages 153 and 154. Point out the hint boxes next to the questions. Tell students the hint boxes will help them answer the questions.

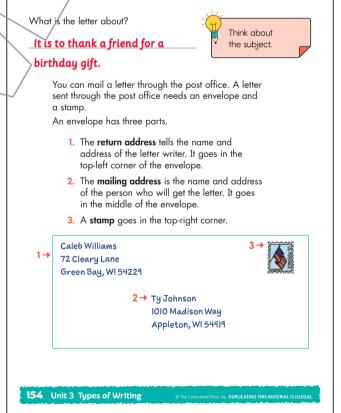
When students have completed the activity, review it together. Have students share their answers to the questions.

Here is an example of a thank you letter → 72 Cleary Lane Green Bay, WI 54229) November 3, 2022 2 → Deay Ty, 3 → Thankyou for the drawing kit. You know how I love to draw! I'm glad you could come to my birthday party. We 4 → Your friend, 5→ Caleb Who is getting the letter? Look for the Ty greeting. Who wrote the letter? Look for the Caleb signature. The heading When was the letter written? tells when it November 3, 2022 was written Unit 3 Types of Writing 153

Continue reading about letters on page 154.

Discuss how to address an envelope with students. Show how to fold a letter to place it in the envelope. Then discuss what to do with the envelope when it is ready to be sent.





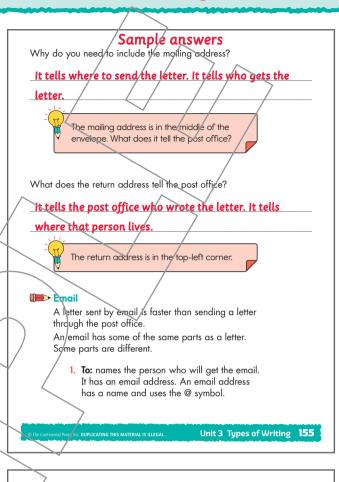
### **WORK WITH PAGES 155-156**

Have students write their answers to 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.

Read about sending an email letter on pages 155 and 156. Talk about the pros and cons of sending an email instead of a letter through the post office.

Discuss the parts of an email using the email example on page 156. Practice writing email addresses together.

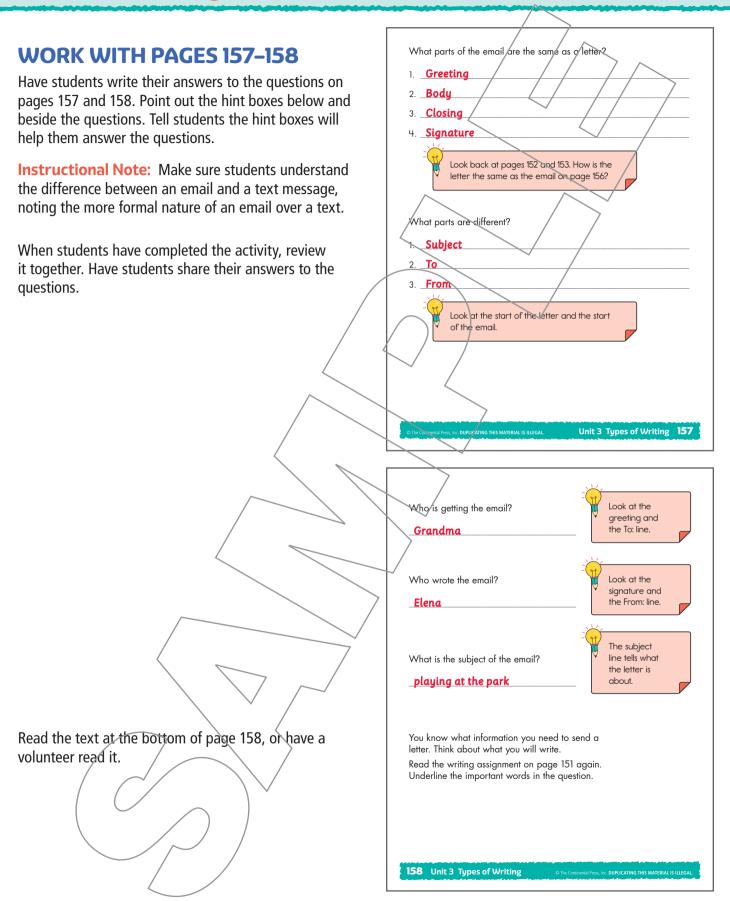


- 2. From: names the person who sends the email. It also has an email address.
- 3. The **subject** tells what the email is about. Put a short title in the line after Subject:.
- 4. The **greeting** says hello to the person receiving the email.
- 5. The **body** is the message of the email.
- 6. The closing says goodbye.
- 7. The **signature** is the name of the writer.

Here is an example of an email sent to a grandparent.



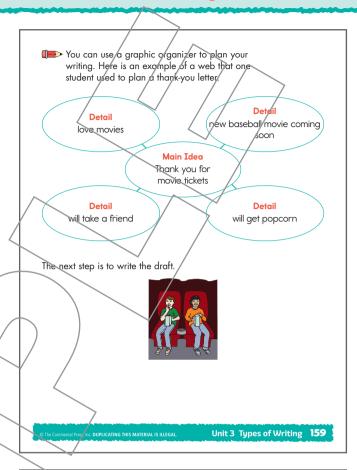




# **WORK WITH PAGES 159-160**

Read the text on page 159, or have a volunteer to read it.

Ask students what type of graphic organizer they might use to organize their ideas for the writing prompt on page 151. Explain that the graphic organizer web shows main idea and details.

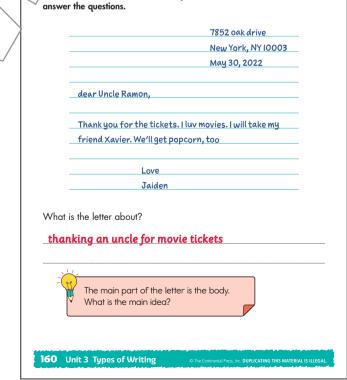


Direct students' attention to Step 2: Draft.

Say: This is an example of a draft that could be written using the web organizer on page 159.

Read the student draft on page 160 aloud, or have a volunteer read it.

Have students write their answers to the questions on pages 160 and 161. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.



Step 2: Draft

Read one student's draft of a thank-you letter. Then

# **WORK WITH PAGES 161-162**

When students have completed the activity, review it together. Have students share their answers to the questions on pages 160 and 161.

Direct students' attention to the envelope on page 161. Ask students if they have any questions about it. Review the components of the envelope, if needed.

Who wrote the letter?

Jaiden

Look of the signature. The list the writer's name.

Jaiden Perez
7852 Oak Drive
New York, NY 10003

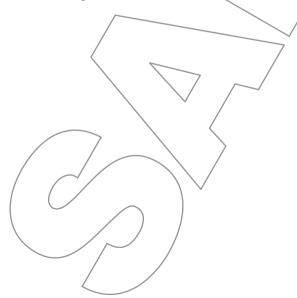
Ramon Lopez
214 Fern Street
Newark, NJ 07/05

The next step is to revise the writing.

Direct students to Step 3: Revise.

Say: Read the revised draft of the thank-you letter. Then answer the guestions.

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





## **WORK WITH PAGES 163-164**

Have students write their answers to the questions on page 163. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

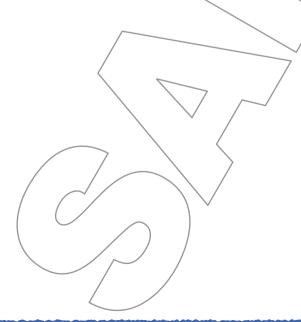
When students have completed the activity, review it together. Have students share their answers to the questions on page 163.

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 163.

Discuss the personal writing rubric on page 164 with students.

Explain that students will use this rubric to score the revised draft on page 162.





Why did Jaiden and the word "movie" to the first sentence in the letter?

to tell what kind of tickets his uncle got him



Think about what the author was trying

Why did Jaiden add a new sentence?

to tell his uncle what movie he will see with the tickets

Think about how the words change the meaning in the letter.

#### Peer Review

Use the rubric on the next page to review the writing. Give the writing a score from the rubric. This is called a **peer review.** The rubric tells what is needed for the highest score. It also tells why some writing might receive lower scores.

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Unit 3 Types of Writing 163

### Personal Writing Rubric

- The writing answers all parts of the question.
- There is a topic sentence that tells the main idea.
- The writing has details that clearly support the main idea.
- The writing is easy to read and stays on the subject.
- Words are used correctly.
- There are almost no mistakes in grammar, capitalization, punctuation, and spelling.

### Score 2

- The writing answers almost all parts of the question.
- $\bullet\,\,$  The topic sentence telling the main idea is missing or unclear.
- The writing has some details that support the main idea.
- The writing mostly sticks to the topic but has some details that don't belong.
- Some words are not used in the right way.
- There are some mistakes in grammar, capitalization, punctuation, and spelling.

#### Score 1

- The writing answers only part of the question.
- The topic sentence is missing.
- Many details are missing or do not support the main idea.
- The writing is not easy to read or is off subject in many places.
- Many words are used too many times or not used in the right way.
- There are many mistakes in spelling, capitalization, and punctuation.

164 Unit 3 Types of Writing

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### **WORK WITH PAGES 165-166**

Direct students to page 165.

Say: Read the revised draft on page 162. Then use the personal 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.

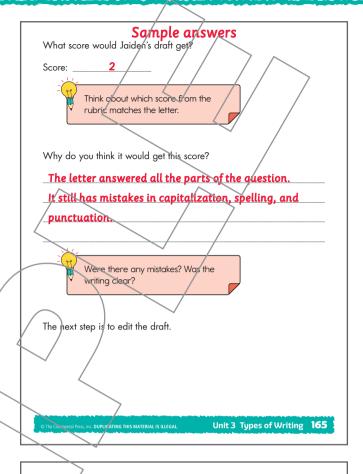
Direct students' attention to the proofreading symbols chart shown on student book page 144. Discuss the different proofreading symbols and how they are used to indicate what changes should be made.

Tell students they will now read the revised draft on page 162 again. Have students find and correct five mistakes using proofreading symbols. Then have them list the errors on page 166.

When students have completed the activity, review it together. 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.



#### Stop II/ Edit

Read the revised draft of the thank-you letter on page 162 again. Find and correct five mistakes in the letter below.

- . <u>capitalize Oak Drive</u>
- 2. capitalize Dear
- 3. correct spelling of love
- 4. add period after "too."
- 5. add comma after "Love,"



Look for mistakes in capitalization and punctuation. Is everything spelled correctly?

#### Step 5: Publish

The final step is to publish the writing. The letter will be sent by the post office mail. Put the letter in an envelope. Place a stamp in the top-right corner. Put the letter in the mail. If you wrote an email, the letter would be sent on a computer or other device.

166 Unit 3 Types of Writing

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### **WORK WITH PAGES 167–168**

Direct students' attention to the Independent Practice on page 167. Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

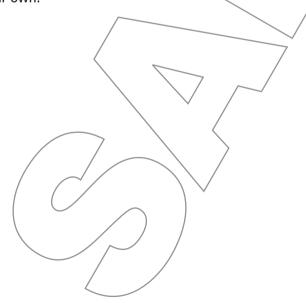
Review the writing assignment with the students. Answer any questions students may have. Make sure students understand the expectations for the assignment.

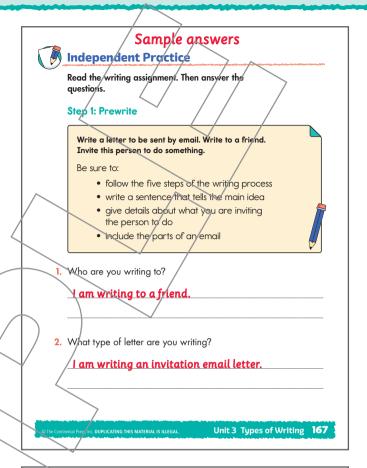
Tell students that it is important to first take notes and organize their thoughts before writing.

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

Have students complete the web to organize their ideas for the writing assignment. 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 assignment, 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 assignments 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 169-170**

Direct students to write their draft on page 169. Have students use the graphic organizer on page 168 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.

Direct students to page 170.

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 164 to review their writing. Circulate to provide support as needed.

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

Evaluate the students' answers using the rubric on page 164 of the student book.

Sample scored student examples are provided on the next page.

#### Step 2: Draft

4. Write your draft below. Use the graphic organizer on page 168 to help you write your draft. Be sure to tell the main dea and details. Then use details that support your main idea.

Answers will vary.

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Unit 3 Types of Writing 169

#### Step 3: Revise Step 4: Edit

5. Read your draft again. Make revisions on this page. Then edit your revised draft. Use the rubric on page 164 and the proofreading chart on page 144 to review your email. Ask a peer to edit your email,

Answers will vary.

\_\_\_\_\_

#### Step 5: Publish

Write or type your final email on a separate sheet of paper. Publish your writing by turning it in to your teacher. You can also share it with your class.

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

170 Unit 3 Types of Writing

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# **SCORED EXAMPLES**

# Score 3 Example

To: penafamily@goodmail.com

From: soccerfan1@goodmail.com

Subject: Sleepover

Dear Xiomara.

I am having a sleepover at my house next Saturday. Are you able to come? It is from 2 pm on Saturday until 10 am on Sunday. Bring a pillow and blanket. We'll have fun!

Your friend.

Serena

# Score 2 Example

To: penafamily@goodmail.com

From: soccerfan1@goodmail.com

Subject: Sleepover

dear Xiomara.

Can you come to my sleepover? Its Saturday to Sunday. Bring a pillow and blanket. We'll have fun.

Your friend.

Serena

### Score | Example

To: pehafamily@goodmail.com

From: soccerfan1@goodmail.com

Subject:

dear xiomara,

Sleepover on Saturday. Please come.

Serena

# Language Differentiation

Ask students to pretend to be the email recipients. Ask them to write a reply to the email they received. Remind students that they are using informal writing. Remind them that they would include all the parts of the email in their reply. Tell them that the recipient and sender will be reversed in the replies that they are sending.

### **Enrich the Lesson**

Have students write a formal letter to you or another teacher in your school about something that they are excited about at school, e.g., special program, field trip, new gym equipment, etc.