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Lesson	Title	Standards Connection	Skill			
Unit 1: Language Conventions						
Lesson 1	Word Parts	L.7.4 ELD-LA.6–8.Inform.Interpretive	prefixes, suffixes, roots, compound words			
Lesson 2	Words in Context	L.7.4 ELD-LA.6—8.Inform.Interpretive	context clues, synonyms, antonyms			
Lesson 3	Word Relationships	L.7.5 ELD-LA.6–8.Inform.Interpretive	idioms, onomatopoeia, hyperbole, similes, metaphors, personification			
Lesson 4	Multiple-Meaning Words	L.7.4 ELD-LA.6—8.Inform.Interpretive	homographs/homophones, shades of meaning			
Lesson 5	Rules of English	L.7.2 ELD-LA.6–8.Inform.Interpretive	capitalization, end marks, quotation marks, commas, possessives			
Lesson 6 Grammar		L.7.1 ELD-LA.6—8.Inform.Interpretive	essentials of grammar			
Unit 2: E	lements of Writing					
Lesson 7	Writing a Paragraph	W.7.4, 5, 6 ELD-LA.6–8.Explain.Expressive	how to write a good, single paragraph			
Lesson 8	Main Idea and Details	W.7.4, 5, 6 ELD-LA.6–8.Inform.Expressive	recognizing main idea and supporting details			
Lesson 9	Cause and Effect	W.7.4, 5, 6 ELD-LA.6–8.Explain.Expressive	analyzing what happened and why it happened			
Lesson 10	Compare and Contrast	W.7.4, 5, 6 ELD-LA.6–8.Inform.Expressive	understanding similarities and differences			
Lesson 11	The Writing Process	W.7.4, 5, 6 ELD-LA.6–8.Argue.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish			
Unit 3: T	ypes of Writing					
Lesson 12	Personal Writing	W.7.4, 10 ELD-LA.6–8.Narrate.Expressive	formal and informal writing			
Lesson 13	Reasoned Writing	W.7.1 ELD-LA.6–8.Argue.Expressive	stating and supporting an opinion or argument			
Lesson 14	esson 14 Narrative Writing W.7.3 ELD-LA.6-8.Na		telling a story with a beginning, middle, and end			
Lesson 15	Descriptive Writing	W.7.2 ELD-LA.6—8.Inform.Expressive	creating a word picture			
8		W.7.2 ELD-LA.6—8.Inform.Expressive	using facts and details to inform			
Lesson 17 Response to Literature		W.7.4 ELD-LA.6—8.Inform.Expressive	telling about the elements of a literary text			

Lesson	Title	Standards Connection	Skill	
Unit 4: R	Unit 4: Research			
Lesson 18	Researching Sources and Content	W.7.7 ELD-LA.6—8.Explain.Expressive	determining a topic, finding print and digital sources	
Lesson 19	Outlining the Research Paper	W.7.8 ELD-LA.6—8.Explain.Expressive	creating an outline	
Lesson 20	Writing the Research Paper	W.7.4, 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: disappointment, relay

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

Writing Standards Connection

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

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

WORK WITH PAGES 170-171

Read about narrative writing on page 170, or have a volunteer read it. Make sure students understand time order words and setting.

Read the Guided Practice directions and writing prompt aloud.

Then read about Step 1: Prewrite.

Have students write their answers to the question on page 171. 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 171.

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

14 Narrative Writing

When you write a **narrative**, you write a story. A story has a beginning, middle, and end. Ay the beginning, the writer introduces the characters and the **setting**. The sefting is when and where an event takes place. During the middle of the story, events happen, conflict builds, and a climax is reached. Finally, there is the last event or ending.

There are two kinds of narratives. A story based on events that happened to you in real life is called a **personal narrative**. You use the pronouns *I, me, my,* and nine when you write about something that happened to you. Stories that are made up are called **creditive narratives**. Writers often use details from their own lives to make these stories seem true to life.

You should write about the events in the proter that they proppened. This is called **time order**. Using time order gives the story a clear beginning, middle, and end. If the time order, or chronology, of events is braclear, your story will be fixed to follow.

Guided Practice

Read the writing assignment. Then answer the questions.

Everyone experiences disappointment. The way a person handles disappointment tells a lot about what is important to the person.

Write a personal narrative for your classmates. Tell about a time you we're disappointed and how you handled it.

Be sure to:

- follow the five steps of the writing process
- tell what happened
- arrange the details about the event in time order
- give details about the time and place and your feelings
- use first-person pronouns I and me

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Step 1: Prewrite

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

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

Sample answer: The words personal narrative, time you were disappointed, and first-person pronouns are clues that I will write a first-person narrative.



There are two types of narratives. One type is about real-life experiences, and the other is made up.

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

A graphic organizer helps put ideas in order. Choose one that fits the kind of writing you will do. A narrative tells about an event in time order. It also tells about the setting and characters. You could use a sequence chart that shows events in time order or a story map.

Here is how one student, Ajla, organizes her ideas. She writes her ideas about the time and place. Then she arranges the events in time order.

Time and Place: state championships in spring, running track Characters: Ajla, Kanesha, Azizah, Nikki

Time Order (Chronological Order)

- 1 Last spring, I tried out for the track team and made it.
- 2 I ran against my teammates and earned a spot on the medley relay.

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Unit 3 Types of Writing 171

WORK WITH PAGES 172–173

Continue reading the graphic organizer.

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

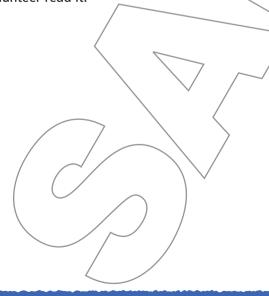
Have students write their answer to the question on page 172. Point out the hint box below the question. Tell students the hint box will help them answer the question.

When students have completed the activity, review it together. Have students share their answers to the question on page 172.

Direct students' attention to Step 2: Draft.

Say: This is an example of a draft that could be written using the graphic organizer on pages 171 and 172.

Read the student draft on pages 173 and 174, or have a volunteer read it.



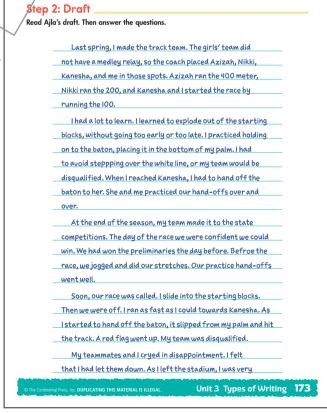
3
4 My team made it to the state championships.
5 My team won the preliminaries for our state championship race and was expected to win.
7 I dropped the baton as I was handing it off to my teammate.
8
9 I was disappointed.
10

The items below complete the graphic organizer. Number them in the order in which you think they happened. Number them 3, 6, 8, 10 to complete the graphic organizer.

3 I learned how to leave the storping blocks, run on the track, and hand off the bator.
8 My team was disqualified.
10 I thought about what my father told me, and I made up my mind to come back next year.
1 I went off the starting block and ran the first leg of the race.

Often, one event has an effect on another event. This helps you understand what happened first and what happened next.

The next step is to write the draft.

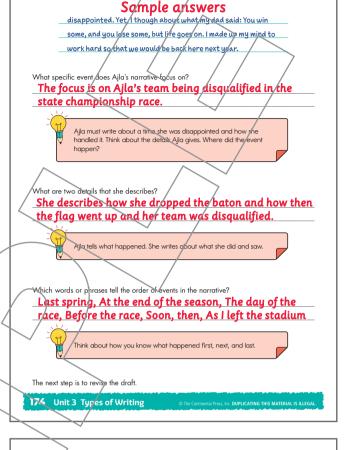


WORK WITH PAGES 174–175

Continue reading the draft on page 174.

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

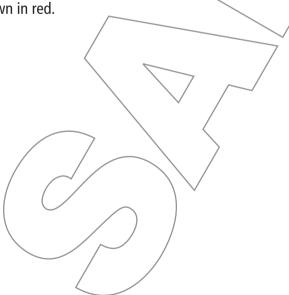
When students have completed the activity, review it together. Have students share their answers to the questions on page 174.

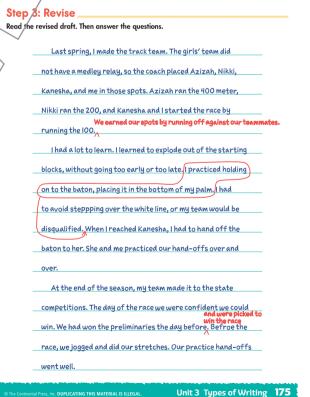


Direct students to Step 3: Revise.

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

Read the revised draft on pages 175 and 176, or have a volunteer read it. Explain that the changes to the draft are shown in red.





WORK WITH PAGES 176-177

Continue reading the draft on page 176.

Have students write their answers to the questions on pages 176 and 177. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

When students have completed the activity, review it together. Have students share their answers to the questions on pages 176 and 177.

Soon, our race was called. I slide into the starting blocks.

Then we were off. I ran as fast as I could towards Ranesha. As

I started to hand off the baton, it slipped from my palm and hit

the track. A red flagment up. My team was disqualified.

My teammates and I cryed in disappointment. I felt

that I had let them down. As I left the stadium, I was very

disappointed. Yet, I though about what my dad said: You win

some, and you lose some, but life goes on. I made up my mind to

work hard so that we would be back here next year.

Why does Ajla add a sentence to paragraph 1?/
Sample answer: Ajla adds the sentence to tell why she
earned a spot on the medley relay team.

Writers often add sentences to add information.

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Why does Ajla add the word *sweaty* to the sentence in

Sample answer: Ajla added the word *sweaty* to tell why she dropped the baton.

V y

What information does this give you? Does this word help you understand why something happened?

Peer Review

Use the rubric on the next page to review Ajla'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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Unit 3 Types of Writing 177

Read about peer review on page 177.

writing.

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

WORK WITH PAGES 178–179

Discuss the narrative writing rubric on page 178 with students.

Explain that students will use this rubric to score the revised draft on pages 175 and 176.

Say: Read the revised draft on pages 1/15 and 176. Then use the narrative writing rubric to answer the questions.

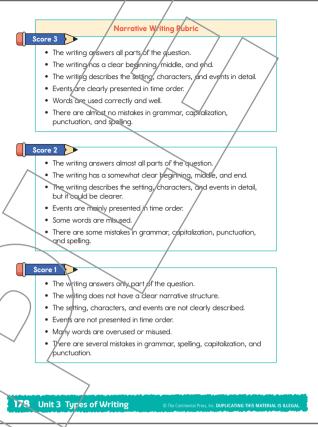
Explain that students should use the rubric to give the revised draft a score of 1, 2, or 3.

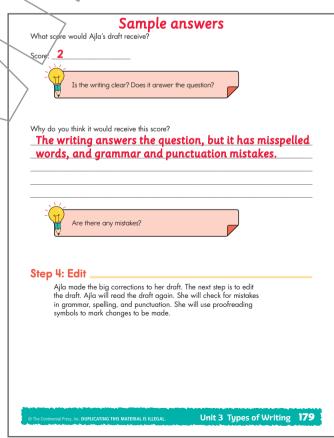
Once students have scored the revised draft, direct them to the second question. Have students write their answers to the questions. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

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

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

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.



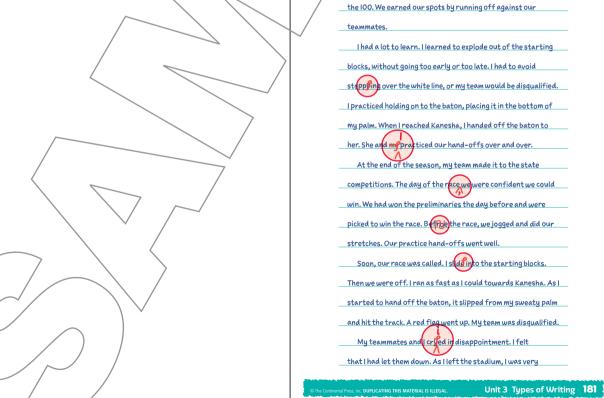


WORK WITH PAGES 180–181

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.





WORK WITH PAGES 182–183

Have students continue to edit the draft.

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

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

Direct students' attention to Step 5: Publish.

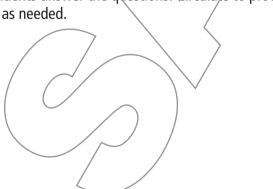
Read the text, have student volunteers take turns reading it, or ask a volunteer to read it.

Direct students' attention to the Independent Practice on page 183. Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

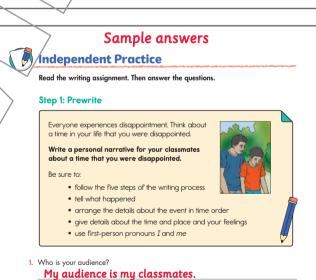
Review the writing assignment. Answer any questions students may have. Make sure students understand the expectations for the assignment.

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

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







I am being asked to write a personal narrative about a time I was disappointed.

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

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WORK WITH PAGES 184–185

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

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

Sample answers

3. Fill in the graphic organizer to plan you'r Writing.

Subject: A time I was disappointed

I invited to watch fireworks on a boat with my friend

2 told me we could not go

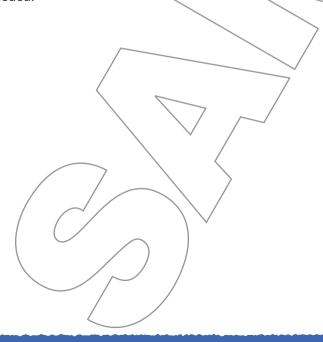
3 forest fires in Canada

4 soot and pollutants now in air

5 traveling into our area

6 all outdoor events were canceled

Direct students to write their draft. Have students use the graphic organizer to help them write their draft. Tell students that it is helpful to a reader if they have details in their sentences. Circulate to previde 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 you tell the time and place. Then use time order to write your narrative.

Answers will vary.

WORK WITH PAGE 186

Direct students to page 186.

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 178 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 178 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 droft, go back over it. Make your revision on this plage. Then edit/your revised draft. Use the rubric on page 178 and proofreading chart on page 180 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 vory. See scored examples on the next page.

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SCORED EXAMPLES

Score 3 Example

Last summer, my friend invited me to go with him and his family to watch the fireworks on the river and have a picnic. I was looking forward to going with him and to going on a boat to watch the fireworks. The morning of the event, he called me and told me we were not going on the boat. I was very disappointed. He said the fireworks and all outdoor events had been canceled. Forest fires had been burning in Canada that week. Air currents were bringing the soot and other pollutants into our area. By the end of the day, we could smell the scent of burnt pine, and a dark cloud seemed to block out the sun. I was glad to stay indoors, but still very disappointed to miss my chance to see the fireworks from a boat.

Score 2/Example

Last summer my friend asked me to go with him and his family to watch the fireworks on the river and have a picnic. I was excited to go with him to watch them on a boat. The morning we were going to go, he called me and told me we were not going. All fireworks and all outdoor events were off. There had been forest fires in canada. The soot and stench from the fires moving into our area. By the end of the day, we could smell the scent of burning pine. I was glad not to be outdoors, but still very disappointed.

Score 1 Example

Last summer my friend ask me to watch the fireworks on the river. I was excited to go. The morning we were going to go, he told me we were not going. All fireworks and all outdoor events were off. There had been forest fires in canada. Bye the end of the day we could smell something burning. I was still very disappointed.

Language Differentiation

Discuss past-tense verbs with students. Explain that many personal narratives are about events that happened in the past. Have students read the revised draft on student book pages 180–182. Have students identify the past-tense verbs in the revised draft. Ask students to tell what the verb would be if the revised draft was written in the present tense.

Enrich the Lesson

Have students find a story written in the third person. Ask students to imagine they are the main character in the story. Have students retell the story in the first-person as though they were writing in their own personal journal. Continental's **My Language Journal** can also provide writing and vocabulary support and inspiration for this activity.