

Table of Contents

Introducing <i>The Write Track</i>	5
Components of <i>The Write Track</i>	5
Instructional Features	5
Format of the Student Book	8
Suggestions for Use	9
Additional Instructional Strategies	10
Support for Social Emotional Development	11
Fostering Cultural Awareness	12

Unit 1: Language Conventions



Lesson 1 Word Parts	14
Lesson 2 Words in Context	21
Lesson 3 Word Relationships	26
Lesson 4 Multiple-Meaning Words	30
Lesson 5 Rules of English	33
Lesson 6 Grammar	38

Unit 2: Elements of Writing



Lesson 7 Writing a Paragraph	46
Lesson 8 Main Idea and Details	53
Lesson 9 Cause and Effect	58
Lesson 10 Compare and Contrast	62
Lesson 11 The Writing Process	67

Unit 3: Types of Writing **79**



Lesson 12	Personal Writing	80
Lesson 13	Reasoned Writing	90
Lesson 14	Narrative Writing	100
Lesson 15	Descriptive Writing	109
Lesson 16	Informative Writing	119
Lesson 17	Response to Literature	130

Unit 4: Research **141**



Lesson 18	Researching Sources and Content	142
Lesson 19	Outlining the Research Paper	148
Lesson 20	Writing the Research Paper	152

Additional Teacher Resources **157**



Reproducible Graphic Organizers	158
Proofreading Symbols Chart	167
Tricky Words Chart	168

Lesson	Title	Standards Connection	Skill
Unit 1: Language Conventions			
Lesson 1	Word Parts	L.9–12.4 ELD-LA.9–12.Inform.Interpretive	prefixes, suffixes, roots, compound words
Lesson 2	Words in Context	L.9–12.4 ELD-LA.9–12.Inform.Interpretive	context clues, synonyms, antonyms
Lesson 3	Word Relationships	L.9–12.5 ELD-LA.9–12.Inform.Interpretive	idioms, similes, metaphors, personification
Lesson 4	Multiple-Meaning Words	L.9–12.4 ELD-LA.9–12.Inform.Interpretive	homographs/homophones, shades of meaning
Lesson 5	Rules of English	L.9–12.2 ELD-LA.9–12.Inform.Interpretive	capitalization, end marks, quotation marks, commas, colons, semicolons
Lesson 6	Grammar	L.9–12.1 ELD-LA.9–12.Inform.Interpretive	essentials of grammar
Unit 2: Elements of Writing			
Lesson 7	Writing a Paragraph	W.9–12.4, 5, 6 ELD-LA.9–12.Explain.Expressive	how to write a good, single paragraph
Lesson 8	Main Idea and Details	W.9–12.4, 5, 6 ELD-LA.9–12.Inform.Expressive	recognizing main idea and supporting details
Lesson 9	Cause and Effect	W.9–12.4, 5, 6 ELD-LA.9–12.Explain.Expressive	analyzing what happened and why it happened
Lesson 10	Compare and Contrast	W.9–12.4, 5, 6 ELD-LA.9–12.Inform.Expressive	understanding similarities and differences
Lesson 11	The Writing Process	W.9–12.4, 5, 6 ELD-LA.9–12.Explain.Expressive	using 5 steps: Prewrite, Draft, Revise, Edit, Publish
Unit 3: Types of Writing			
Lesson 12	Personal Writing	W.9–12.4, 10 ELD-LA.9–12.Explain.Expressive	formal and informal writing
Lesson 13	Reasoned Writing	W.9–12.1 ELD-LA.9–12.Argue.Expressive	stating and supporting an opinion or argument
Lesson 14	Narrative Writing	W.9–12.3 ELD-LA.9–12.Narrate.Expressive	telling a story with a beginning, middle, and end
Lesson 15	Descriptive Writing	W.9–12.2 ELD-LA.9–12.Narrate.Expressive	creating a word picture
Lesson 16	Informative Writing	W.9–12.2 ELD-LA.9–12.Inform.Expressive	using facts and details to inform
Lesson 17	Response to Literature	W.9–12.4 ELD-LA.9–12.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.9–12.7 ELD-LA.9–12.Inform.Expressive	determining a topic, finding print and digital sources
Lesson 19	Outlining the Research Paper	W.9–12.8 ELD-LA.9–12.Explain.Expressive	creating an outline
Lesson 20	Writing the Research Paper	W.9–12.4, 6, 10 ELD-LA.9–12.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: aquarium, order, revised, steps

Tier 3: connecting words, informative writing, sequence, sequential order

Writing Standards Connection

W.9–12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

- Use the five-step writing process
- Explain how to do something in sequential order
- Language of language arts, Informative

WORK WITH PAGES 197–198

Read about informative writing on page 197, or have a volunteer read it.

Instructional Note: Explain that most of the writing students do is informative.

Read the Guided Practice directions, the passage, and the writing prompt on pages 197 and 198 aloud.

Then read Step 1: Prewrite.

Have students write their answers to the question on page 198. Point out the hint box below the question. Tell students the hint box will help them answer the question.

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

Lesson **16 Informative Writing**

Informative writing usually answers a question or gives information. It is supported by facts, details, and examples. You use this type of writing to write reports or answer test questions. You can use informative writing to tell people about the steps in a process, too. You do this type of writing most often in class.

Informative writing needs to be well organized. You can organize it in a number of ways: main idea and details, cause and effect, comparison and contrast, or sequence of steps.


Connecting words help link together ideas in an informative writing essay. In a report, you might use connecting words such as *another*, *also*, and *but*. In a set of directions, you might use connecting words such as *then* and *next*.

Guided Practice

Read the passage and the writing assignment. Then answer the questions.

Benefits of Fish Aquariums

Fish aquarium-watching is known to have many benefits. Watching beautiful, colorful fish gliding through the water can be fascinating. It is relaxing, calming, and satisfying. In fact, there is scientific evidence to prove that it has therapeutic benefits for both adults and children. Scientists discovered that this quiet, soothing activity can reduce fear, anxiety, and depression. It can improve focus, mood, and promote a positive attitude. In addition, many health professionals acknowledge the use of animal-assisted therapy (AAT). Use of AAT can contribute to an increased healthy mindset. Interaction with pets can make people feel better. Owning fish as pets can be an excellent choice rather than having typical pets such as dogs and cats.



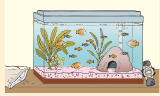
© The Continental Press, Inc. Duplicating this material is illegal. Unit 3 Types of Writing 197

Setting up an at-home aquarium can be a great way to benefit from owning a pet. Fish are quiet, inexpensive, and easy to care for. You can buy all the necessary supplies at a pet store: a tank, small rocks, a filter, fish toys, plants, water-treatment chemicals, and, of course, the fish. Ask a pet store associate or find a book at the library to find out how to get started. Soon you will be watching, relaxing, and enjoying your own fish aquarium.

Write an informative essay for your classmates explaining how to make a fish aquarium. Use sequential order to explain the steps you would take to make your aquarium.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- use sequential order to explain the steps
- give details that explain what to do



Sample answer

Step 1: Prewrite

Here is how one student, Izzy, answers the question. First, she reads the question. Then she underlines key words.

What words or phrases does Izzy most likely underline?


Izzy underlines informative essay, how to make a fish aquarium, sequential order, explain the steps, and give details.

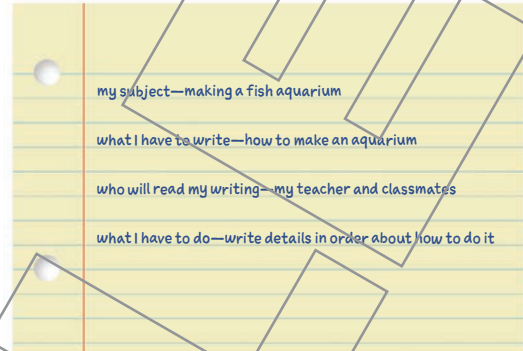
Think about who will read the assignment. Think about what Izzy will write about.

198 Unit 3 Types of Writing © The Continental Press, Inc. Duplicating this material is illegal.

WORK WITH PAGES 199–200

Read about taking notes on page 199. Have students read Izzy’s notes about her assignment.


 The next step is for Izzy to make a plan of what she wants to write. Izzy writes notes about her assignment while she reads about it.

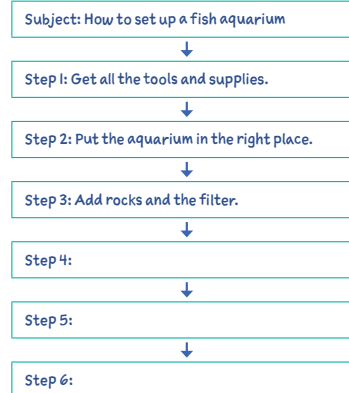


© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

Direct students to the graphic organizer on page 200. Explain that a sequence chart can be used to help put steps in order.

Read the steps on the chart, or have a volunteer read them.

 Izzy uses a graphic organizer to plan her writing. She uses a sequence chart to show the steps in order. Here is the sequence chart Izzy uses:



© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 201-202

Have students write their answers to the question on page 201. Point out the hint box below the question. Tell students the hint box will help them answer the question.

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

Direct students' attention to Step 2: Draft.

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


Continue reading the student draft on page 202.


Have students write their answers to the questions on pages 202 and 203. 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 steps below complete the sequence chart. Label your choices 4, 5, 6 to complete the sequence chart.

- 6 Feed the fish and cover the tank.
- 5 Put fish into the tank.
- 4 Add water to the aquarium.





The steps must be done in a certain order to make sense. Think about the order that would make the most sense to complete the aquarium.

The next step is to write the draft.

Step 2: Draft
Read Izzy's draft. Then answer the questions.

A fish aquarium is a grate choice for the hole family. Taking care of the fish and the aquarium is eaiser than caring for a dog or cat. Watching the fish swim helps reduce stress and anxiety, too. To set up your own fish aquarium, follow these steps.

First, purchase all the supplies you need. You will need a tank, water, small rocks, and a water filter. You can also use water-treatment chemicals and toys for the fish. Don't forget to buy the fish, too.

© The Continental Press, Inc. Duplicating this material is illegal. **Unit 3 Types of Writing 201**


Place the aquarium where you will look at it. Put it in a safe place. Add small rocks into the bottom. Put rocks in the bottom. Put the filter on the tank. You can also put on a heater if you plan to have fish that need warmer temperature.

Next add water to the tank. You can treat the water. The treatments help make the water safe for the fish. Another thing you can do in this step to add toys and plants for the fish to enjoy.

Wait for one or two days. After waiting. Add the fish.


Finally, put the cover on the tank. The cover helps keep the fish safe.

What is the topic sentence?
To set up your own fish aquarium, follow these steps.



The topic sentence helps readers understand the main point of the writing.

List two things that Izzy states are needed for the project.
Sample answer: aquarium, small rocks



Think about what the fish need to live.

202 Unit 3 Types of Writing © The Continental Press, Inc. Duplicating this material is illegal.

WORK WITH PAGES 203–204

Have students write their answers to the questions on page 203. 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.

Sample answers


What connecting words does Izzy use in the draft?
First, next, another, after, finally

Think about the words that help readers understand the order of the steps.

Are the steps in the right order? How do you know?
Yes, they are in the right order. I can tell because the steps make sense and would make a working fish aquarium.

What would happen if you did all the steps in the order Izzy put them?

The next step is to revise the draft.

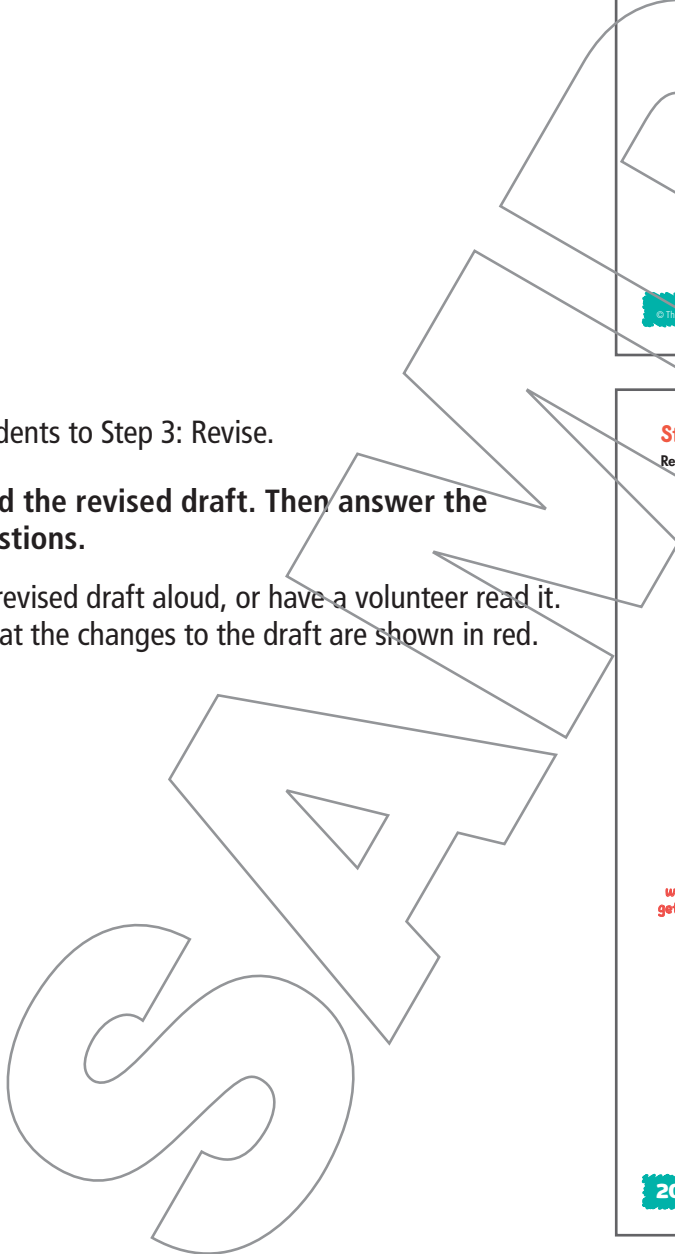


Unit 3 Types of Writing 203

Direct students to Step 3: Revise.

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

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



Step 3: Revise

Read the revised draft. Then answer the questions.

A fish aquarium is a grate choice for the hole family. Taking care of the fish and the aquarium is eaiser than caring for a dog or cat. Watching the fish swim helps reduce stress and anxiety, too. To set up your own fish aquarium, follow these steps.

First, purchase all the supplies you need. You will need a tank, water, small rocks, and a water filter. You can also use water-treatment chemicals and toys for the fish. Don't forget to buy the fish, too.

Place the aquarium where you will look at it. Put it in a safe where it will not get bumped. After the tank is in the write spot, Place, Add small rocks into the bottom. Put rocks in the bottom. The rocks hold food and give the fish a place to hide. Put the filter on the tank. You can also put on a heater if you plan to have fish that need warmer temperature.

Next add water to the tank. You can treat the water. The treatments help make the water safe for the fish. Another

204 Unit 3 Types of Writing

WORK WITH PAGES 205–206

Continue reading the student draft on page 205.

Have students write their answers to the questions on pages 205 and 206. 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.


Sample answers

thing you can do in this step to add toys and plants for the fish to enjoy.


Before adding the fish, wait for one or two days. After waiting, add the fish. This helps get rid of the bad chemicals in the water.

Finally, put the cover on the tank. The cover helps keep the fish safe. Then enjoy watching the fish swim and play in the water.

What connecting words did Izzy add to the draft?
Izzy added the words after, before, and then.

 Connecting words help readers understand how two events are related.

How did Izzy make her writing clearer for readers?
Izzy added extra details that help readers understand what they should do. For example, Izzy said that the reader should add at least three inches of rocks to the tank. That helps readers understand exactly how to do the step.


 Look at the parts that Izzy added. Think about why she added them and how they affect the writing.


© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. **Unit 3 Types of Writing 205**

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 206.

What other information might have Izzy included?
Sample answer: She might have included information about the types of fish that could live in the tank. She could have explained how people should choose the fish they want to add.

 Is there anything you want to know more about after you finish reading? What do you want to know?

 **Peer Review**
 Use the rubric on the next page to review Izzy's writing and give it a score. This is called **peer review**. Readers assign a number to tell how well the writer answered the question. The rubric tells what is needed for the highest score. It also tells why some writing might receive lower scores.

206 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 207–208

Discuss the informative writing rubric on page 207 with students.

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

Say: Read the revised draft on pages 204 and 205 again. Then use the informative writing rubric to answer the questions.

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

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

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

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

Read about Step 4: Edit.

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

Informative Writing Rubric

Score 3

- The writing answers all parts of the question.
- There is a topic sentence with a clear main idea.
- All details support the main idea.
- Clear details are used to explain the steps in order.
- 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.
- The topic sentence states the main idea, but it could be stronger.
- Most details support the main idea, but some do not belong.
- Some details explain the steps in order.
- Some words are not used correctly.
- 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 or unclear.
- Some details are confusing or do not belong.
- The details are not explained in order.
- Many words are not used correctly.
- There are many mistakes in grammar, capitalization, punctuation, and spelling.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 207

Sample answers


What score would Izzy's draft receive?

2

 Look at the rubric. Which score best describes Izzy's revised draft?

Why do you think her writing would receive this score?

Izzy's revised draft has a clear topic sentence. It lists the details in the right order. There are some mistakes to correct.

 Are there any mistakes?

The next step is to edit the draft.

Step 4: Edit

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

208 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 209–210

Direct students' attention to the proofreading chart on page 209. Discuss the different proofreading symbols and how they are used to indicate what changes should be made.

Tell students they will now read the revised draft again. Have students find and correct all mistakes using the proofreading chart.

Proofreading Chart	
Symbol	Example
^ Add letters or words.	The dolphins' beautiful. ^{were}
o Add a period.	I heard them whistle.
= Capitalize a letter.	Then i was soared.
⌘ Close up space.	They swam under water.
⌘ Add a comma.	He wanted to play, but the dolphin didn't.
/ Lowercase a letter.	He wanted to play, but the dolphin didn't.
¶ Begin a new paragraph.	¶ The diver was all alone.
⌘ Delete letters or words.	The diver was all alone.
↔ Switch the position of letters or words.	They played also music.

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

A fish aquarium is a ^{great} choice for the whole family. Taking care of the fish and the aquarium is ^w easier than caring for a dog or cat. Watching the fish swim helps reduce stress and anxiety, too. To set up your own fish aquarium, follow these steps

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

First, purchase all the supplies you need from a pet store. You will need a tank, water, small rocks, and a water filter. You can also use water-treatment chemicals and toys for the fish. The tank should be big enough to hold all the supplies and for the fish to easily swim around. Don't forget to buy the fish, too. Place the aquarium where everyone will see it. Put it in a safe place where it will not get bumped. After the tank is in the ^{right} spot, add small rocks into the bottom. Put at least three inches of rocks in the bottom. The rocks hold food and give the fish a place to hide. Put the filter on the tank. You can also put on a heater if you plan to have fish that need ^a warmer temperature. Next ^a add water to the tank. You can treat the water with special chemicals. The treatments help make the water safe for the fish. Another thing you can do in this step is ^{is} to add toys and plants for the fish to enjoy. Before adding the fish, wait for one or two days. This helps get rid of the bad chemicals in the water. After waiting, ^a add the fish.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 211–212

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

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

Direct students' attention to Step 5: Publish.

Read the text, or have a volunteer read it.

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

Direct students' attention to the Independent Practice on page 212.

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

Have students read the writing assignment on page 212, or have a volunteer read it 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 212.

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.

Finally, put the cover on the tank. The cover helps keep the fish safe. Then enjoy watching the fish swim and play in the water.

How many mistakes did you find?
9

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

Step 5: Publish

The final step is for Izzy to publish her writing. She will turn in her paper to the teacher. The teacher of Izzy will share her writing with her classmates so they will learn how to set up an aquarium.

© The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL. Unit 3 Types of Writing 211

Independent Practice

Read the writing assignment. Then answer the questions.

Step 1: Prewrite

When people look back at the last 100 years, which person will stand out as an important figure in United States history? Write an informative essay to tell about a person who has been an important figure in the last 100 years.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence that names the person
- explain your choice
- tell how this person is influential or memorable to US history
- use specific facts and examples

Sample answers

1. Who is your audience?
My audience is not given, but it is my teacher and my classmates.

2. What kind of writing are you being asked to do?
I am being asked to write an informative essay to tell about a person who has been an important figure in the US.

212 Unit 3 Types of Writing © The Continental Press, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.

WORK WITH PAGES 213–214

Direct students to complete the graphic organizer on page 213. Encourage students to use words, phrases, or sentences to complete the organizer. Circulate to provide support.

Sample answers

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

Topic:
A person who is important and influential is **Amanda Gorman.**

Fact/Detail
young poet and author

Fact/Detail
recited poetry at presidential inauguration

Fact/Detail
she wants to make the world better

Fact/Detail
a positive model for students

Fact/Detail
speaks about unity, hope, and change

© The Continental Press, Inc. Duplicating this material is illegal. Unit 3 Types of Writing 213

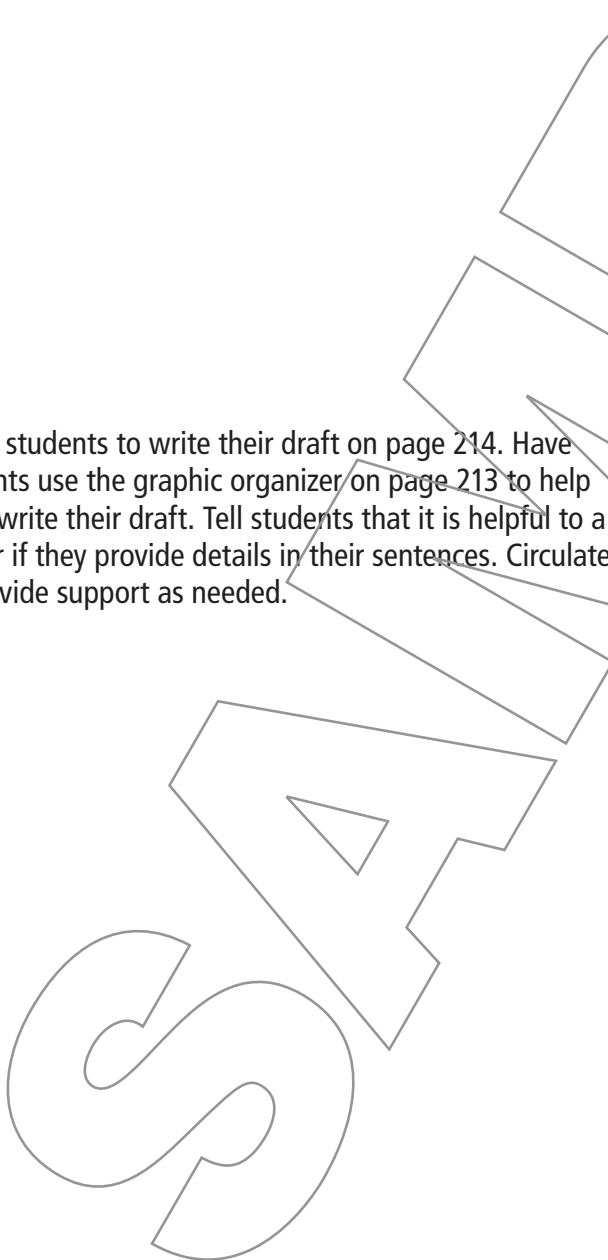
Direct students to write their draft on page 214. Have students use the graphic organizer on page 213 to help them write their draft. Tell students that it is helpful to a reader if they provide details in their sentences. Circulate to provide support as needed.

Step 2: Draft

4. Write your draft below. Use the graphic organizer on the previous page to help you write your draft. Be sure your topic sentence tells the main idea. Use facts and details to support your main idea.

Answers will vary.

214 Unit 3 Types of Writing © The Continental Press, Inc. Duplicating this material is illegal.




SCORED EXAMPLES
Score 3 Example

A US figure who is memorable and important is a recent young poet named Amanda Gorman. She had an impact on many Americans when she wrote and recited a poem at the presidential inauguration in 2021. Her poetry was memorable and inspiring, and her speaking was fluent and eloquent. Most people who attended or watched the inauguration came away talking about this young poet.

I chose this award-winning poet as an important part of US history because she delivers messages of hope, light, and the dream of making our country a better place. She cares about important topics and wants to make a difference in the world. At a time when there is division among people, she inspires feelings of unity and hope for US citizens. She is a great role model for students. In fact, her mother was a teacher, and now Amanda Gorman is a positive example to many students. She has written several books which are used in classrooms across the nation.

Her written works and her ability to speak and connect with people will leave a lasting impression as an important US figure. Her published poetry will remain an inspiration for teachers and students for years to come.

Score 2 Example

An important US figure is a poet named Amanda Gorman. She wrote and recited a poem at the presidential inauguration in 2021. Her poetry was inspiring. Most people came away talking about this young poet.

She cares about important topics and wants to make a difference in the world. She inspires feelings of hope for US citizens. She is a great role model for students. She has written books which are used in classrooms across the nation.

She will leave a lasting impression as an important US figure. Her poetry will remain an inspiration for teachers and students for years to come.

Score 1 Example

I heard a poet and I think she is an important US person. Many people liked listening to her. She wants to make the world better for the future. Students like her because she is young. She is a good example. She has written books. Our teacher used one of her poems in class last week. I think people will remember this person in US history.

Language Differentiation

Ask students to write steps to complete a simple task such as making a pizza or checking out a library book. Tell them to use sequential connecting words to show the correct order to follow.

Enrich the Lesson

Challenge students to create a how-to video demonstrating the steps involved in a task or project they know about. They should use words such as *first*, *next*, *then*, and *finally* in their videos.