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Lesson	Title	Standards Connection	Skill
<b>Unit 1: Language Conventions</b>			
<b>Lesson 1</b>	<b>Phonics</b>	L.K.1, 2 L.1.1, 2 ELD-LA.K-1.Inform.Interpretive	consonants, vowels, upper- and lowercase letters, consonant/short vowel phonemes, letter-sound relationships
<b>Lesson 2</b>	<b>Word Parts</b>	L.K.4 L.1.4 ELD-LA.K-1.Inform.Interpretive	prefixes, suffixes, roots, compound words
<b>Lesson 3</b>	<b>Word Meanings</b>	L.K.5 L.1.5 ELD-LA.K-1.Inform.Interpretive	context clues, categories, synonyms, antonyms, homographs, shades of meaning
<b>Lesson 4</b>	<b>Rules of English</b>	L.K.1, 2 L.1.1, 2 ELD-LA.K-1.Inform.Interpretive	capitalization, end marks, commas
<b>Lesson 5</b>	<b>Grammar</b>	L.K.1 L.1.1 ELD-LA.K-1.Inform.Interpretive	essentials of grammar
<b>Unit 2: Elements of Writing</b>			
<b>Lesson 6</b>	<b>Writing a Sentence</b>	L.K.1, 5, 6; W.K.5, 6 L.1.1, 5, 6; W.1.5, 6 ELD-LA.K-1.Explain.Expressive	writing a sentence; asking a question
<b>Lesson 7</b>	<b>Writing a Paragraph</b>	L.K.1, 5, 6; W.K.5, 6 L.1.1, 5, 6; W.1.5, 6 ELD-LA.K-1.Explain.Expressive	how to write a good, single paragraph
<b>Lesson 8</b>	<b>Main Idea and Details</b>	W.K.5, 6 W.1.5, 6 ELD-LA.K-1.Explain.Expressive	recognizing main idea and supporting details
<b>Lesson 9</b>	<b>Alike and Different</b>	W.K.5, 6 W.1.5, 6 ELD-LA.K-1.Explain.Expressive	understanding similarities and differences
<b>Lesson 10</b>	<b>The Writing Process</b>	W.K.5, 6 W.1.5, 6 ELD-LA.K-1.Inform.Expressive	using 5 steps: Think, Draw, Write, Change, Share
<b>Unit 3: Types of Writing</b>			
<b>Lesson 11</b>	<b>Personal Writing</b>	W.K.5, 6 W.1.5, 6 ELD-LA.K-1.Narrate.Expressive	formal and informal writing
<b>Lesson 12</b>	<b>Opinion Writing</b>	W.K.1 W.1.1 ELD-LA.K-1.Argue.Expressive	stating and supporting an opinion or argument

Lesson	Title	Standards Connection	Skill
<b>Lesson 13</b>	<b>Story Writing</b>	W.K.3 W.1.3 ELD-LA.K-1.Narrate.Expressive	telling a story with a beginning, middle, and end
<b>Lesson 14</b>	<b>Descriptive Writing</b>	W.K.2 W.1.2 ELD-LA.K-1.Explain.Expressive	creating a word picture
<b>Lesson 15</b>	<b>Informative Writing</b>	W.K.2 W.1.2 ELD-LA.K-1.Inform.Expressive	using facts and details to inform
<b>Unit 4: Research</b>			
<b>Lesson 16</b>	<b>Picking a Topic</b>	W.K.7 W.1.7 ELD-LA.K-1.Explain.Expressive	determining a topic
<b>Lesson 17</b>	<b>Finding Facts</b>	W.K.8 W.1.8 ELD-LA.K-1.Explain.Expressive	finding print and digital sources
<b>Lesson 18</b>	<b>Writing the Report</b>	W.K.7 W.1.7 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.

<b>WIDA</b>	Entering	Emerging	Developing	Expanding	Bridging
<b>TESOL</b>	Starting	Emerging	Developing	Expanding	Bridging
<b>New York</b>	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Texas</b>	Beginning	Beg./Int.	Intermediate	Advanced	Advanced High
<b>ELPA21</b>	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 on the next page.

**Total Time: 90 minutes**

**Introduction:** 30 minutes

**Guided Practice:** 30 minutes

**Independent Practice:** 30 minutes

## Vocabulary

**Tier 3:** closing sentence, examples, fact, opinion, reasons, topic sentence

## Writing Standards Connection

**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*)

**W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

- Use the five-step writing process
- State an opinion and support it with reasons
- Language of language arts, Argue/Expressive

## WORK WITH PAGES 164–165

Read about opinion writing on page 164.

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

Direct students to Guided Practice on page 165.

Read the writing prompt.

Read about Step 1: Think.



Lesson

## 12 Opinion Writing

Sometimes, you write to tell what you think or feel. You give your **opinion**. Then you give facts, examples, and reasons for your opinion. A **fact** is a true statement. It can be proved.

Your writing should have a **topic sentence**. This sentence tells the reader your opinion. Your writing should end with a **closing sentence**. This sentence sums up what you have said.

You need to plan your ideas when you write to give your opinion.

1. Tell your opinion.
2. Use facts, examples, and reasons to support your opinion.
3. Use linking words to connect your opinion with your reasons. Some linking words are because, and, and also.
4. End your opinion writing with a closing sentence.

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## Guided Practice

Read the writing assignment. Then answer the questions.

Write a short book report to tell your classmates about your favorite book.

Be sure to:

- give your opinion in the first sentence
- use facts and examples in your supporting sentences
- follow the steps of the writing process



### Step 1: Think

Here is how one student, Sam, answers the question. First, he reads the question. Then he underlines important words in the question.

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## WORK WITH PAGES 166–167

Have students write their answers to the question on page 166. 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.

Continue reading the text on page 166.

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

### Sample answers

What words did Sam probably underline?

1. book report
2. your classmates
3. give your opinion
4. facts and examples



Look for the words that best explain what Sam will do while answering the question.

This question asks Sam to write a short book report for his classmates. The report has to give an opinion in the first sentence. It has to use facts and examples in supporting sentences. Sam uses a main opinion and facts chart. It helps him put his thoughts together.

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The next step is to decide on an opinion about the subject. What is his favorite book?



Sam uses an opinion chart to plan his writing. He writes his opinion. He writes reasons for the opinion.

My Opinion	My favorite book is <u>Green Eggs and Ham</u> .
Fact 1	Written by Dr. Seuss
Fact 2	About a boy named Sam
Fact 3	One character does not like green eggs and ham.
Fact 4	Sam wants him to try green eggs and ham.
Fact 5	The other character tries green eggs and ham and likes them.

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## WORK WITH PAGES 168–169

Have students write their answers to the questions on page 168. 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 Step 2: Draw.

Have students write their answers to the questions on pages 169 and 170. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

What is the subject?

**my favorite book**



What will Sam write about?

Who will read Sam's writing?

**his classmates or teacher**



Think about the people who will read Sam's report.

The next step is to draw a writing plan.

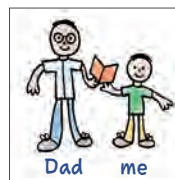
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### Step 2: Draw

Drawing puts your ideas from Step 1 together on paper. Adding labels to your pictures helps explain and add detail.

Here is Sam's drawing of what he will write about. Look at the pictures. Then answer the questions.



1



2



3

What does picture 1 show?

**Sample answer: Sam and his dad with a book**



Sam drew what he wants to write first. What do the labels say?

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Unit 3 Types of Writing **169**

## WORK WITH PAGES 170–171

Have students answer the questions.

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

Read about Step 3: Write.

Read the student writing on pages 171 and 172.

### Sample answers

What does picture 2 show?

someone who does not like green eggs and ham



Sam drew what he wants to write next. What do the labels say?

What does picture 3 show?

someone who now likes green eggs and ham



Sam drew what he wants to write last. What do the labels say?

The next step is to write.

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### Step 3: Write

You planned and thought out your ideas in Steps 1 and 2. Now it is time to write your answer. Use your chart and drawings to help.

Read what Sam wrote. Then answer the questions.

My favorite book: Green Eggs and Ham

The best book in the world is Green eggs and Ham. Dr. Seuss wrote it. I got the book for my 2nd birthday. I could read it. So, dad read it to me a lot.

The book is about two characters. One of them is named Sam. Sam keeps trying to get the other character to eat green eggs and ham. The other character keeps saying he does not like them. Many things happen. Sam keeps asking the character to try them. Finally, the other character gets tired of saying no. He tries the green eggs and ham. He finds out that he likes them

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## WORK WITH PAGES 172-173

Have students write their answers to the questions on pages 172 and 173. 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.

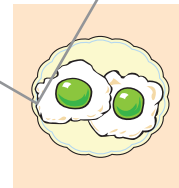
Read about Step 4: Change.

The book is grate. The author tells people to try new things. The book teaches a good lesson. The book is very funny. I like that one character is named Sam. My name is Sam, too. It is cool that the character has my name.

Underline Sam's topic sentence.



The topic sentence should state the main idea.



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Is the last sentence a good closing sentence?

☐ Yes

☒ No

Why?

**Sample answer**

**The sentence did not give a good reason. The sentence does not support his opinion.**



The last sentence should sum up the main points.

The next step is to fix any mistakes.

### Step 4: Change

The next step is to make any changes your writing needs.

- Does it make sense?
- Do I need more details?
- Are words spelled correctly?
- Are punctuation marks used correctly?

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## WORK WITH PAGES 174–175

Read the revised draft on pages 174 and 175.

Use the reproducible proofreading symbol chart on page 158 of the Appendix to explain what the symbols mean. Discuss the different proofreading symbols and how they are used to indicate what changes should be made.

Read Sam's writing on pages 171 and 172 again. He added words to make it better.

My favorite book: Green Eggs and Ham

The best book in the world is Green eggs  
and Ham. Dr. Seuss wrote it. I got the book  
for my 2nd birthday. I <sup>not</sup> could read it. So,  
dad read it to me a lot.

The book is about two characters. One  
of them is named Sam. Sam keeps trying to  
get the other character to eat green eggs  
and ham. The other character keeps saying  
he does not like them. Many <sup>funny</sup> things happen.  
Sam keeps asking the character to try them.  
Finally, the other character gets tired of  
saying no. He tries the green eggs and ham.  
He finds out that he likes them

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Have students answer the questions on pages 175 and 176. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

The book is grate. The author tells people  
to try new things. The book teaches a good  
lesson. The book is very funny. I like that one  
character is named Sam. My name is Sam,  
too. It is cool that the character has my  
name.

**Everyone should read Green Eggs and Ham!**

What word did Sam add to sentence 4?

- A green
- B ham
- C not**
- D funny



What shows a new word was added?

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## WORK WITH PAGES 176–177

Have students answer the questions.

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

Tell students that they will now find and correct mistakes in the student writing.

Have students answer the questions on pages 177 and 178. Point out the hint boxes below the questions. Tell students the hint boxes will help them answer the questions.

Why did he add it?

He added it because he did not know how to read.



Writers often add words to make their meaning clearer.

Why did Sam add a sentence to the end?

Sam added a closing sentence.

It sums up the writing.



What does this sentence do?

Now fix any mistakes.

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Find and correct three mistakes in the writing.

Read the sentence.

So, dad read it to me a lot.

Which word should be capitalized?

**A** dad

**B** read

**C** it

**D** me



What kinds of words use capital letters?

Read the sentence. Then add the end mark that belongs.

He finds out that he likes them or!



How does the character feel at the end? Is he mad? Is he surprised?

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**WORK WITH PAGES 178–179**

Have students answer the question.

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

Direct students' attention to Step 5: Share.

Read about Step 5: Share.

Direct students' attention to the Independent Practice on page 179. Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

Read the passage and writing assignment.

**Language Differentiation**

Review fact and opinion with students. Then have students think about their own favorite book. Ask them to say one fact about the book. Then have them give an opinion they have about the book.

Read the sentence.

The book is grate.

Circle the misspelled word. Write the word correctly.

great



Some words have different meanings. They also have different spellings. Which word sounds like another word?

**Step 5: Share**

The final step is for Sam to share his writing. He will turn it in to his teacher. He could also read it aloud to the class.

**Independent Practice**

Read or listen to the passage and the writing assignment. Then answer the questions.

**Step 1: Think****Birthday Celebrations**

We all have a birthday. We celebrate it in different ways. In the United States, people have a special cake with candles on top. They must blow out all of the candles at the same time. In China, they eat special noodles for lunch. They are a wish for a long life. In Korea, people have seaweed soup. They eat rice cakes, too. These cakes have nuts and fruits. In Russia, they have a birthday pie. It has a message carved into the crust on top. In India, children share chocolates with classmates. There are many ways to celebrate a birthday!



## WORK WITH PAGES 180–181

Continue to read 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 180.

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

Have students complete the graphic organizer on page 181. Encourage students to use words, phrases, or sentences to complete the organizer. Circulate to provide support.

### Enrich the Lesson

Ask students to write about their favorite book.

Write an article for the class newsletter. Tell what you think is the best way to celebrate a birthday.

Be sure to:

- give your opinion clearly in the first sentence
- use facts and examples in your supporting sentences
- follow the steps of the writing process

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

I will write my opinion.

2. Who will read your writing?

My class will read it.

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### Sample answers

3. Fill in the chart to plan your writing.

Main Opinion	The best way to celebrate a birthday is with a cake.
Reason 1	Cake is good, and you can eat ice cream with it.
Reason 2	Candles are pretty on top of the cake.
Reason 3	It makes you feel good when people sing to you.
Reason 4	It is fun to blow out the candles.

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## WORK WITH PAGES 182–183

Direct students to draw their pictures on page 182.

Tell them they should draw what they will write about. Have students use the graphic organizer on page 181 to help them draw their pictures. Have students add labels to their pictures to make them clear.

Direct students to write their draft on page 183. Have students use the graphic organizer on page 181 and their pictures on page 182 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.

Have them read over their writing. Encourage students to make any necessary changes to correct punctuation, spelling, or grammar mistakes.

To publish, have students write their final answer on a separate piece of paper. They can share their writing by turning it in to the teacher. They can also share it by reading it aloud to their classmates.

**Drawings will vary.**

### Step 2: Draw

4. Draw what you will write about. Use the chart on page 181 to help you. Use labels to make your picture clear.

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**Sample answer**

### Step 3: Write

### Step 4: Change

5. Write your article. Then read each sentence. Make changes to fix any mistakes.

The best way to celebrate a birthday is with a  
birthday cake. The cake is good to eat. You can  
eat ice cream with it, too. Candles look pretty on  
top of the cake. It is fun to blow out the candles  
and make a wish. People sing to you before you  
blow out the candles. This makes you feel good.

### Step 5: Share

6. Write your final article on a separate sheet of paper. Share your writing by turning it in to your teacher. You may also read it aloud.

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