

Grades K–12

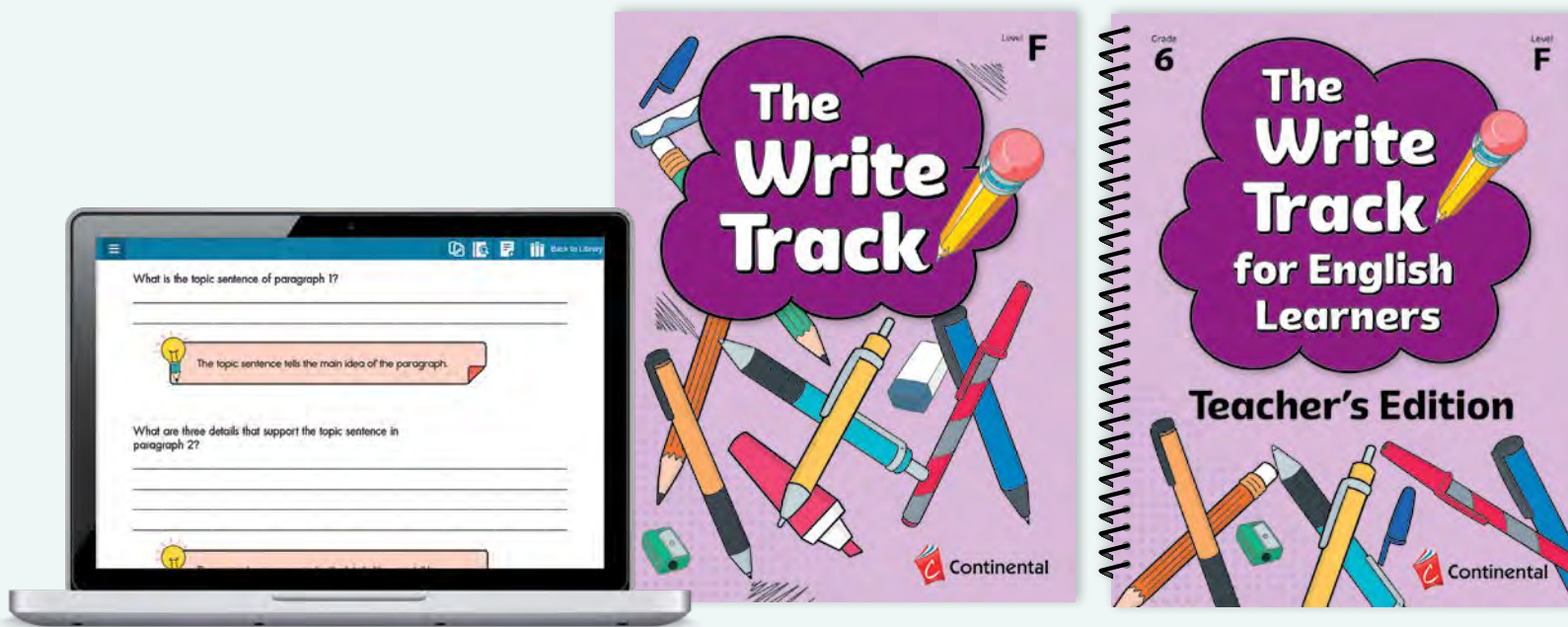
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# How This Series Supports English Learners

While writing can be daunting for any student, it can be distinctly challenging for English learners. *The Write Track for English Learners* offers comprehensive writing instruction to help ELs develop their written communication skills and gain confidence for classroom writing assignments and state testing requirements. Components include student books, annotated teacher's editions, and interactive eBooks.



Grades K-12 | English language proficiency levels 2-5

# Standards Connection

To align with today's academic requirements, lessons are correlated to Common Core and state English language development (ELD) standards. Writing genres include personal, opinion, narrative, descriptive, informative, and response to literature.

Lesson	Title	Standards Connection	Skill
<b>Unit 1: Language Conventions</b>			
Lesson 1	Phonics	L.3.2 ELD-LA.2-3.Inform.Interpretive	consonants, vowels, word families, syllables
Lesson 2	Word Parts		prefixes, suffixes, roots, compound words
Lesson 3	Word		context clues, synonyms, antonyms
Lesson 4	Grammar	L.3.1 ELD-LA.2-3.Inform.Interpretive	parallelism, similes, personification
Lesson 5	Elements of Writing		tones, shades
Lesson 6	Writing a Paragraph	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	
Lesson 7	Main Idea and Details	W.3.4, 5, 6 ELD-LA.2-3.Narrate.Expressive	
Lesson 8	Cause and Effect	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	
Lesson 9	Compare and Contrast	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	why
Lesson 10	The Writing Process	W.3.4, 5, 6 ELD-LA.2-3.Explain.Expressive	and, Draft
<b>Unit 3: Types of Writing</b>			
Lesson 11	Personal Writing	W.3.4, 10 ELD-LA.2-3.Narrate.Expressive	and informal writing
Lesson 12	Opinion Writing		stating and supporting an opinion or argument
Lesson 13	Narrative Writing	W.3.3 ELD-LA.2-3.Narrate.Expressive	telling a story with a beginning, middle, and end
Lesson 14	Descriptive Writing	W.3.2 ELD-LA.2-3.Explain.Expressive	creating a word picture

Level C

Lesson	Title	Standards Connection	Skill
Lesson 17	Informative Writing	W.3.2 ELD-LA.2-3.Inform.Expressive	using facts and details to inform
Lesson 18	Response to Literature	W.3.4 ELD-LA.2-3.Explain.Expressive	telling about the elements of a literary text
<b>Unit 4: Research</b>			
Lesson 19	Researching Sources and Content	W.3.7 ELD-LA.2-3.Explain.Expressive	determining a topic, finding print and digital sources
Lesson 20	Outlining the Research Paper	W.3.8 ELD-LA.2-3.Explain.Expressive	creating an outline
Lesson 21	Writing the Research Paper	W.3.4, 6, 10 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.

	Entering	Emerging	Developing	Expanding	Bridging
WIDA	Entering	Emerging	Developing	Expanding	Bridging
TESOL	Starting	Emerging	Developing	Expanding	Bridging
New York	Entering	Emerging	Transferring	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.

## Standards Connection cont.

Connections to language expectations (inform, narrate, argue, explain) are found throughout the books.

What is the subject of the email?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Think about the subject line.

You know what information you need to send a letter. Think about what you will write. Read the writing assignment on page 132 again. Underline the important words in the question.

Use a graphic organizer to plan your writing. Here's an example of a web that one student uses to plan a thank-you letter to send through the post office mail.



The next step is to write the draft.



Lesson

### 13 Opinion Writing

Some writing asks what you think or feel about something. This is called an **opinion**. You might be asked to persuade someone of your view. This is called **persuasive writing**. You cannot prove an opinion. However, you can support it. You do this with facts and reasons. **Facts** can be proven true. They can be checked. **Reasons** explain why your opinion makes good sense.

This type of writing can be an email message or a letter. You might send an email to a friend to persuade him or her to do something. You might write a letter to a principal to persuade her to start a new after-school club.

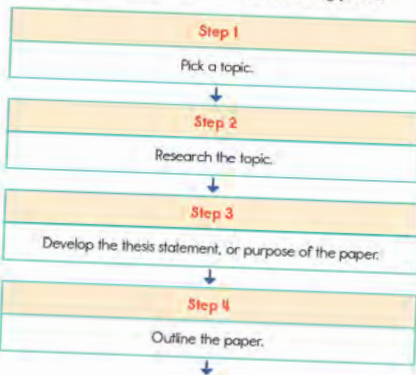
You need to plan your ideas when you write an opinion or argument.

1. Tell your opinion.
2. Support your opinion with facts, examples, and reasons.
3. Connect your opinion with your reasons. Use linking words like *because*, *for example*, *therefore*, and *since*.
4. Use your last sentence or paragraph to sum up your opinion or position.

Lesson

### 18 Researching Sources and Content

You are asked to do all kinds of writing in school. You might even be asked to write a report or research paper. For this type of writing, you will find out facts about a topic. You might look on a website or in a book to learn more about a topic. This type of fact finding is called **researching**. Knowing where to find facts and information is an important skill. After you find your information, you might be asked to share what you discovered. You might be asked to write a short report or longer research paper. Writing a report or research paper is done in steps, just like other writing you do.



# Book Organization

Four units progressively build writing skills, beginning with lessons on grammar and then moving on to the writing process, different types of writing, and finally, how to write a research paper. Books for levels A–C (grades K–3) also include phonics in the first unit.

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# Lesson Format

Each lesson provides teacher-led skill introduction, guided practice, and independent practice to scaffold instruction.

## Part #1: Skill Introduction

Lessons begin with an explanation of the skill and how to use it. In many lessons, examples are used to deepen understanding, and students can read along during teacher-led instruction.

Level C



Lesson

### 4 Word Relationships

Writers use words in different ways. Some words or phrases mean exactly, or literally, what they say. This **literal language** is used to give facts and information.

Other words or phrases mean something other than their everyday meaning. An example of this is when we say someone "hit the roof" or "blew his stack" to describe someone who is mad. This is called **figurative language**. These words or phrases are used to help you picture or feel what is happening.

Here are examples of figurative language.

➤ An **idiom** is a phrase that has a meaning apart from the words in it. For example, we say that someone "came down with a cold." Came down with is an idiom that means "became ill." It has nothing to do with the usual meanings of the words came or down. Idioms do not make sense if they are taken literally.



➤ Some words imitate a sound. An example of this is when we say a "hissing snake." The word hissing sounds like what it means. This is called **onomatopoeia** (ah•no•mat•uh•PEE•uh). Writers use it to give readers a sense or feeling.



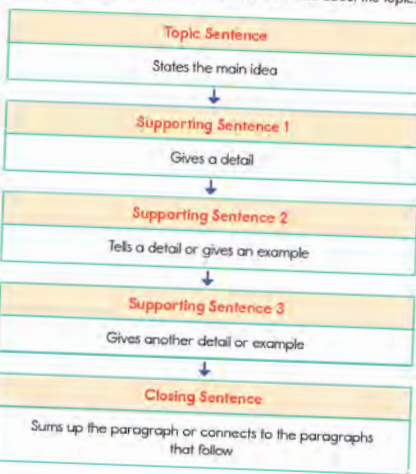
Level D



Lesson

### 7 Writing a Paragraph

A good paragraph is about one topic or main idea. All of the sentences in a paragraph tell more about this idea. The **topic sentence** states the most important idea. All the other sentences in the paragraph tell more about this thing or idea. The **closing sentence** ends the paragraph. It makes a statement about the topic.



Level F



Lesson

### 13 Reasoned Writing

Some writing asks what you think or feel about something. This is called an **opinion**. You might be asked to write an opinion of a movie, a book, or a game. Other times, you may be asked to convince readers to change the way they think about an issue. This is called **persuasive writing**.

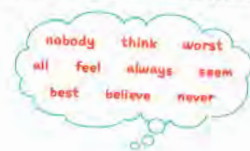
You cannot prove an opinion. However, you can support it. You do this with facts and reasons. **Facts** can be proven true. They can be checked. **Reasons** explain why your opinion makes good sense.

This type of writing can take the form of an email message or a letter. You might send an email to a friend to persuade him or her to do something. You might write a letter to a principal to persuade her to start a new after-school club.

You need to plan your ideas when you write an opinion or argument.

1. Tell your opinion.
2. Support your opinion with facts, examples, and reasons.
3. Connect your opinion with your reasons. Use linking words like *because*, *for example*, *therefore*, and *since*.
4. Use your last sentence or paragraph to sum up your opinion or position.

These words are used to express an opinion.



## Lesson Format cont.

### Part #2: Guided Practice

In this section, students are guided through practice activities with hints and reminders to reinforce the writing skill.

The guided practice was very beneficial for my students. Highly structured activities transitioned them from what they learned in the concept introduction to independently applying the skills at the end of each lesson.

-Cara Baldwin, 6-8 Grade  
English Language Development, PA



#### Guided Practice

Read the passage. Then answer the questions.

Everyone knows about false teeth, but other false body parts are not uncommon. When a leg bone has been destroyed, a metal one can allow the person to walk again. To make these replacements, scientists use special materials such as plastic and metal. This presents a problem when a metal rod is used for the bone. The metal rod can be made longer with a special screw. Twice a year, a doctor makes a tiny cut in the person's leg. She puts in a key and turns it, the metal rod gets a little longer, just like a growing bone.

In which sentence does the word *false* mean the same as it means in the passage?

- A The violinist played a false note.
- B The test had true and false answers.
- C The workers replaced the false supports of the bridge.
- D The doctor performed surgery to implant a false hip.



Look for a sentence that uses the word *false* in the same way as it is used in the passage. In the passage, *false* means "artificial."

In which sentence does the word *key* mean the same as it means in the passage?

- A The police officer found the key to solve the crime.
- B We colored a key for the map.
- C Dad used a key to wind the old clock.
- D The song is written in the key of C.



In the passage, *key* means "a piece of notched metal used to turn something."


## Lesson Format cont.

### Part #2: Guided Practice, cont.

A variety of item types provides practice with classroom and state testing formats and vary across the units:

- Selected response with and without reading passages (multiple choice, match, order, etc.)
- Short response with and without reading passages
- Extended response/essay for writing prompts




 **Guided Practice**

Read the sentence. Then circle the correct answer.

The bell rang, and the children began to yell as they ran to tell their teacher who won the race.

The words bell, yell, and tell belong to the \_\_\_\_ word family.


A -en  
B -ing  
C -an  
D -ell

 Bell, yell, and tell rhyme. What sound do they have in common?


The light from the flashlight was bright in the dark night.

The words light, bright, and night belong to the \_\_\_\_ word family.

A -ash  
B -in



Level C

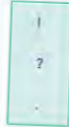
 **Guided Practice**


Draw a line to the end punctuation that best completes each sentence.

Have you visited the Florida Everglades \_\_\_\_

It is a tropical place at the tip of Florida \_\_\_\_

Watch out for the scary crocodiles \_\_\_\_


 I  
?  
.

 Think about whether the sentence gives a command, asks a question, makes a statement, or shows strong feeling.

**50** Unit 1 Language Conventions © The McGraw-Hill Companies, Inc. DUPLICATING THIS MATERIAL IS ILLEGAL.


Level D

Ameer is writing his research report about a field of science. He chooses chemistry. He interviews a chemist about his work. Then Ameer reads a news article about a chemist who created a spray solution to keep showers clean. Finally, he searches websites for an organization of chemists to find out more about different types of chemistry.



Write the primary source that Ameer uses for his report.

\_\_\_\_\_  
\_\_\_\_\_

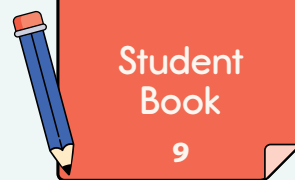
 Primary sources are original materials. Secondhand sources were created later. They were not created at the time of the event or by the person who experienced the events.

Level F

## Lesson Format cont.

### Part #2: Guided Practice cont.

In lessons where students apply the writing process, rubrics are provided, along with writing samples. Students can use the rubrics to first practice scoring the example, then go on to evaluate their work or a peer's writing using peer review. Level A uses a modified writing process and writing samples appropriate for that audience.



Level D

Why does Mariel add "When the story ends," to the sentence?

Think about what the question asks you to predict.

Why did Mariel add the words "so she does not have much money to buy a gift" to the sentence?

Revising means deleting and adding information to make the meaning clear.

**Peer Review**

Use the rubric on the next page to review Mariel'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.

**Rubric for Writing a Response to Literature**

**Score 3**

- The writing answers all parts of the question.
- The opening sentence clearly conveys the topic.
- The supporting details are in time order and relate directly to the main topic.
- Details about the writer's prediction are included.
- Words are used correctly and well.
- Capitalization and punctuation are correct.

**Score 2**

- The writing answers almost all parts of the question.
- The opening sentence conveys the topic.
- Most of the supporting details relate directly to the main topic and are in time order.
- The writer gives his prediction about the outcome.
- Most of the words are used correctly, but some are not.
- There are some mistakes in grammar, capitalization, punctuation, and spelling.

**Score 1**

- The writing answers only part of the question.
- The opening sentence does not relate to the topic.
- The supporting details do not relate directly to the main topic and are not in time order.
- The writer does not include his prediction.
- Many words are not used correctly.
- There are many mistakes in grammar, capitalization, punctuation, and spelling.

What score would Mariel's draft receive?

Score: \_\_\_\_\_

Is the writing clear? Does it answer the question?

Why do you think it would receive this score?

Are there any mistakes?

The next step is to edit the draft.

**Step 4: Edit**

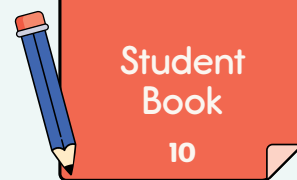
Mariel changed her work to make the big corrections. The next step is to edit the draft. Mariel will read the draft again. She will check for mistakes in grammar, spelling, and punctuation. She will use proofreading symbols to mark changes to be made.

224 Unit 3 Types of Writing

## Lesson Format cont.

### Part #3: Independent Practice

Each lesson ends with independent practice, giving students the opportunity to apply the skill without any help or hints. Independent practice can be used as homework or as a formative assessment in the classroom to measure student understanding.



Level D

#### Independent Practice

Circle the word or words in each sentence that need a capital letter.

1. my cousin visited the grand canyon with her family.
2. Our game is at lakeside school.
3. The party is next friday night.

Write the comma and conjunction (*and, but, or, so*) that best completes each compound sentence.

4. You can watch the women's soccer game on television \_\_\_\_\_ if you are lucky, you may see them play in person.
5. The members of the women's soccer team have played together for years \_\_\_\_\_ they are excellent players.

Write the end punctuation that best completes each sentence.

6. Where is my yellow bike \_\_\_\_\_
7. There it is \_\_\_\_\_
8. You can ride my bike \_\_\_\_\_



Level F

#### Independent Practice

Read the writing assignment. Then answer the questions.

##### Step 1: Prewrite

Write a friendly letter to a friend. Tell the friend what you have done in the last week. You can send the letter through the post office mail.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence about what you did in the last week
- give details about what you did
- include each part of the letter



1. Who are you writing to?

\_\_\_\_\_

2. What kind of structure are you using for your writing?

\_\_\_\_\_

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

Saturday:



Sunday:



Monday:



Tuesday:



Wednesday:



Thursday:



Friday:



Saturday:

# Teaching Support

Annotated teacher's editions include:

- Scope and sequence with connections to language and writing standards
- Suggestions for use
- Instructional strategies
- Support for social emotional learning (SEL)
- Ideas to foster cultural awareness
- Reproducibles:
  - Graphic organizers
  - Proofreading symbols chart
  - Tricky words chart

The suggested timeframe helped me to break each lesson into smaller lessons that would fit with my allotted instructional time.

-Cara Baldwin, 6-8 Grade English Language Development, PA

Lesson	Title	Standards Connection	Skill
Lesson 17	Informative Writing	W.3.2 ELD-LA.2-3.Inform.Expressive	using facts and details to inform
Lesson 18	Response to Literature	W.3.4 ELD-LA.2-3.Explain.Expressive	telling about the elements of a literary text
Unit 4: Research			
Lesson 19	Researching Sources and Content	W.3.7 ELD-LA.2-3.Explain.Expressive	determining a topic, finding print and digital sources
Lesson 20	Outlining the Research Paper	W.3.8 ELD-LA.2-3.Explain.Expressive	creating an outline
Lesson 21	Writing the Research Paper	W.3.4, 6, 10 ELD-LA.2-3.Explain.Expressive	

## ELP Descriptors

The *Write Track* series is designed for students at proficient differentiation suggestions are provided for each lesson; however, suitable for level 1 or Newcomer students.

WIDA	Entering	Emerging	Developing
TESOL	Starting	Emerging	Developing
New York	Entering	Emerging	Transitioning
Texas	Beginning	Beg./Int.	Intermediate
ELPA21	Level 1	Level 2	Level 3

## Vocabulary

To comprehend oral or written language, students need to definitions, how to use the words correctly, and the definition be able to discuss a text using the words correctly. Each lesson identifies vocabulary by tiers as defined below.

- Tier 1 the most common basic words used in everyday conversation.
- Tier 2 high-frequency words and multiple-meaning words. These words are often used more commonly in conversation.
- Tier 3 low-frequency words that are used in specific contexts. These are academic language/technical vocabulary subject.

## Suggestions for Use

The lessons in *The Write Track* do not have to be completed consecutively. Lessons can be selected to accompany other parts of your curriculum. All lessons can be used independently. It is recommended that you teach Lesson 8 Writing a Paragraph and Lesson 12 The Writing Process before completing lessons in Unit 3 Types of Writing.

General time allotments are given for each lesson; however, the flow of lessons will depend upon proficiency levels of your students and how you are incorporating *The Write Track* into your curriculum. Each writing lesson that utilizes the writing process may be used over five days of instruction. On the first two days, go over the lesson introduction and Guided Practice. Have your students read along with the student model in the book. For practice in revising and editing, you might have students write a clean copy of the revised model with additional proofreading corrections incorporated.

On the next two days, have students follow the process themselves—reading the selection, planning, writing, and revising. Some of this part of the lesson may be done as homework.

On the fifth day, you may choose to use their writing for peer review. The students can read each other's writing and give feedback. You may want to have them rewrite their answers based on the collaboration.

## Work with the Page

Before you begin each lesson, introduce the topic to the students and provide background knowledge as necessary. After the class has been introduced to the page, you may have students work independently, in pairs, in small groups, or as a class to complete the activity.

## Enrich the Lesson

Many lessons include an opportunity for continued practice and reinforcement in a new environment.

## Language Differentiation

Activities to differentiate instruction for remediation are included with each lesson.

# Teaching Support cont.

Each lesson in the annotated teacher's editions includes:

- Suggested time allotment
- Tiered vocabulary focus
- Connections to the writing standards
- Annotated student workbook pages
- Step-by-step teaching directions
- Enrichment and language differentiation activities
- Rubrics with scored examples for independent practice

**14 Opinion Writing** Pages 168 and 169

**Total Time: 90 minutes**  
Introduction: 30 minutes  
Guided Practice: 30 minutes  
Independent Practice: 30 minutes

**Vocabulary**  
Tier 3: fact, opinion, persuade, persuasive, reasons

**Writing Standards Connection**  
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

**WORK WITH PAGES 168-169**  
Read about opinion writing on page 168, or have a volunteer read it.

**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 as powerful as a fact. Discuss the kind of proof required to make something a fact.

**14 Opinion Writing**

Some writers only what you think or feel about something. This is called an opinion. You might be asked to persuade someone of your view. This is called persuasive writing. You give reasons for your opinion in the type of writing. Then you use facts to support your opinion. Facts can be proven true. They can be checked.

The type of writing can be a letter or an email message. You might write a letter to a principal to persuade her to start a new school club. You might need an email to a friend to persuade her to join a club or to do something. You need to plan your ideas when you write to give your opinion.

1. Tell your opinion.
2. Support your opinion with facts, examples, and reasons.
3. Connect your opinion with your reasons. Use linking words like because, for example, therefore, and also.
4. Use your last paragraph to sum up your opinion.

**14 Opinion Writing** Pages 170 and 171

**WORK WITH PAGES 170-171**  
Read about Step 1: Prewrite.

Have students write their answers to the question on page 170. 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 pages 170 and 171, or have a volunteer read it.

Review the notes taken about the writing prompt.

**170 Step 1: Prewrite**  
Plan to have one student, Joseph, answer the question. First, he reads the question. Then he underlines key words.

What word does he underline?

1. letter
2. new letter
3. opinion
4. facts
5. reasons
6. examples

Joseph wants to know what he is writing about. He also wants to know what words to use.

Joseph also makes notes while he reads.

- my subject is a new track for runners
- what I want to write is a letter to my principal
- what I want to say is that I am a member of the school
- what I want to say is that I am a member of the school
- what I want to do is write facts, reasons, and examples for my opinion.

**171 Step 2: Research**  
The next step is to decide on an opinion about the subject. Should the school have a new track for runners?

Joseph decides on his opinion. Fact, he says it's better.

**14 Opinion Writing** Page 184 cont.

**SCORED EXAMPLES**

**Score 3 Example**  
The job I would like is to be a chef. I enjoy making things in the kitchen. My mother and father let me help them when they are cooking. I have made soups, pasta, waffles, and cakes. I like making new recipes. I have learned how to make foods that even my picky sister will eat. My friends and family tell me they like the foods that I make. They ask me to make things for them to eat. Everyone says I would make a great chef.

**Score 1 Example**  
I like making things in the kitchen. My mother and father let me help them. I like making new things. I have learned how to make foods that my sister will eat. My friends and family tell me they like the foods that I make. Everyone says I would make a great cook.

**Score 2 Example**  
I would like to make things in the kitchen. My mother and father let me help them when they are cooking. I have made soups, pasta, waffles, and cake. I like making new things. I have learned how to make foods that my sister will eat. Everyone says I would make a great chef.

**Language Differentiation**  
Have students create two columns on a piece of paper. Label one column Fact and the other Opinion. Have students look at some advertisements. Ask students to identify the facts in an advertisement and the opinions. When they are finished, have them compare and discuss their lists with a classmate. Did they agree on what was fact and what was opinion? Discuss how balanced the ads were.

**Enrich the Lesson**  
Have students read newspaper or online reviews of local restaurants where they have eaten. Ask them to respond to the reviews in writing, telling whether or not they agree with the writer and why. Provide time for students to share and compare their responses.

# Interactive Online Instruction

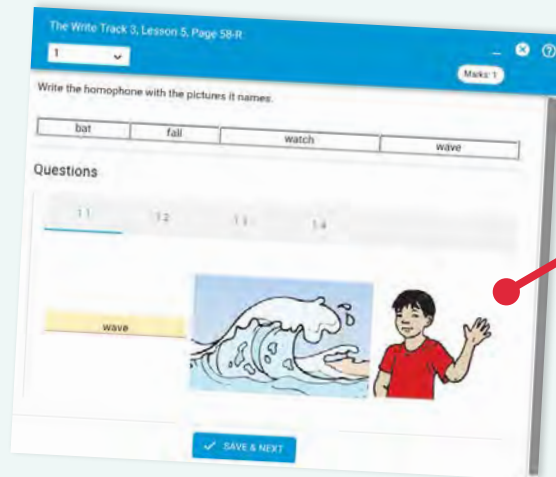
Interactive eBooks help you maximize practice and prep time and personalize your instruction.

- Online answering for all questions
- Instant scoring for selected-response items
- Built-in teacher tools with reporting
- 24/7 access and compatible on all devices, including iPad iOS 13+

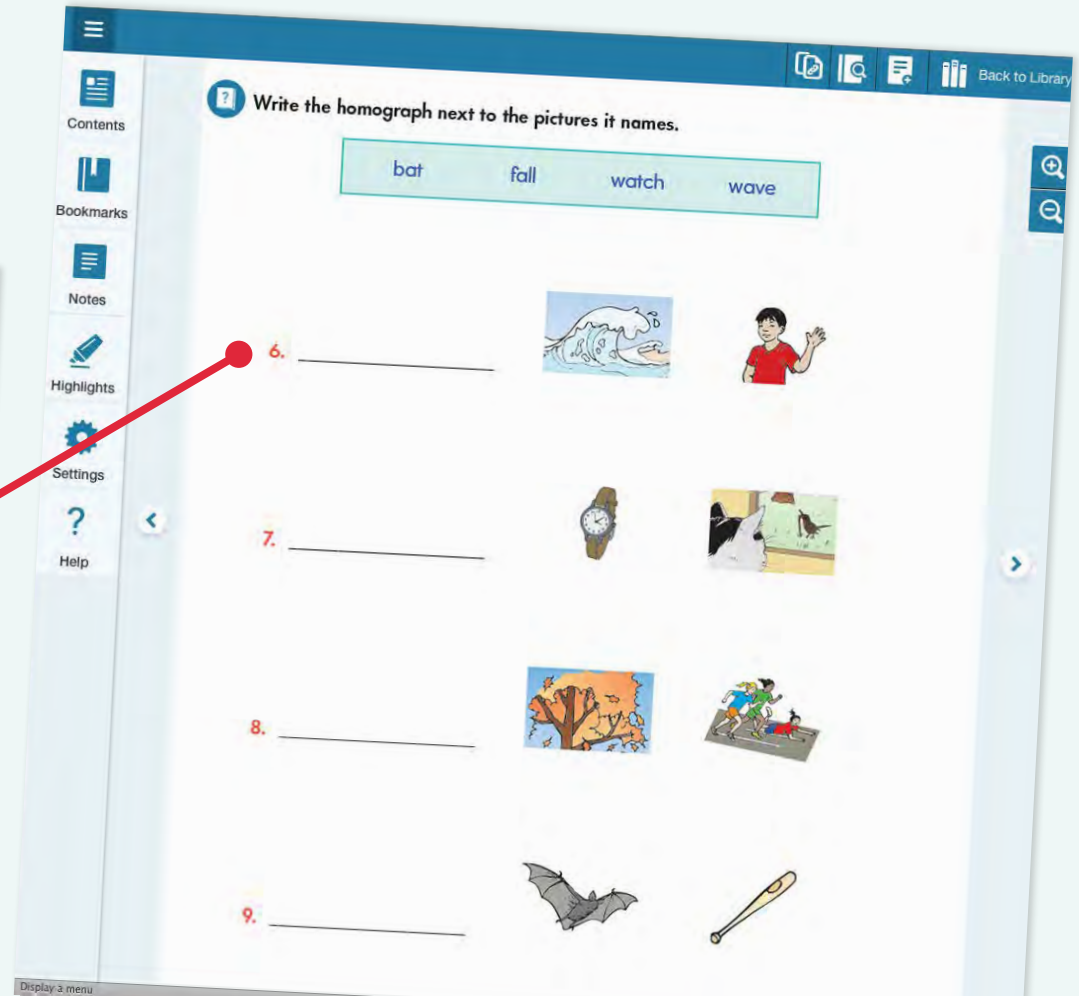


# Student Experience

- Online answering for all questions
- Instant scoring for selected-response questions to give immediate feedback
- Highlighter, notes, and bookmark tools



Level C



# Teacher Experience

- Instant scoring for selected-response questions for ease of grading
- Rubrics for written-response questions
- Performance reports to track student and class data and identify needs
- Custom test creation using your own content

Benchmark student progress

Continental

Dashboard > Performance Reports

Performance Reports

Jan-11-2023 - May-11-2023 Continental Grade 3 Write Track Level C SB Write Track

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	Grade 3	ESL/ELD	Writing	W.3.2
Sandy Renimir	66.28%	65.48%	70.61%	91.67%	100%
Cindy Lecetrar	44.46%	66.67%	68.76%	83.34%	83.34%
Tee Hodges	23.16%	63.3%	70.29%	73.08%	100%
Don Tolister	11.97%	35.9%	33.34%	66.67%	50%
Tim Yinnir	17.07%	51.2%	60.88%	50%	50%
Lizza Rodo	21.67%	21.67%	13.2%	0%	0%

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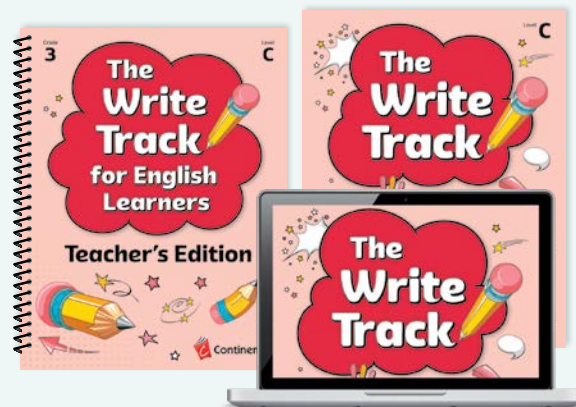
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Grades K–12