



WRITING FRAMEWORK

for Sentence Writing

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Scope and Sequence

HOW TO USE Page 6

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UNIT / PAGE		TOPIC	WRITING FORM	VOCABULARY	GRAMMAR	WRITING BASICS	PROJECT
1 Page 8	My Sister and I	Families and Friends	Expository Writing	• Family members	• The verb <i>be</i>	Capitalization	Make a Family Collage (WB)
2 Page 16	My Friends		Expository Writing	• Adjectives describing a person • Colors	• Possessive adjectives: <i>my, your, his, her</i>	Periods	
3 Page 24	See My School Things	Your School	Expository Writing	• School things	• Demonstrative pronouns: <i>this, these, that, those</i>	Apostrophes for contractions	Make a Lost-and-found Poster (WB)
4 Page 32	My Classroom		Expository Writing	• Classroom things	• <i>There is / There are</i>	Apostrophes for possession	
5 Page 40	Let's Eat Lunch!	Your Favorites	Expository Writing	• Foods	• Simple present with <i>like</i> and <i>don't like</i>	Negative forms	Do the Likes and Dislikes Survey (WB)
6 Page 48	Take Me to the Toy Store!		Expository Writing	• Toys	• Simple present with <i>want</i> and <i>don't want</i>	Apostrophes for negative contractions	
7 Page 56	Let's Play!	Describing Things	Expository Writing	• Playground things	• Basic prepositions of place: <i>in, on, near, at</i>	Question marks and periods	Introduce Your Colorful Clothes (WB)
8 Page 64	My Colorful Clothes		Expository Writing	• Clothes and colors	• <i>This / These</i>	Exclamation points	

HOW TO USE

STUDENT BOOK

STEP 1: WARM-UP



Units are divided into four steps to guide students' learning: **WARM-UP**, **PREWRITING**, **DRAFTING**, and **REVISING AND PROOFREADING**.

WARM-UP, **WRITING GUIDE**, and **WORDS TO KNOW** activities introduce the unit's topic and provide the essential tools needed to accomplish each writing task.



Scan the **QR CODES** to listen to authentic readings of the material.

READ sections model the linguistic goals students will achieve by the end of the unit.

UNDERSTAND sections reinforce reading comprehension skills and develop organizational skills.

STEP 2: PREWRITING



LANGUAGE SKILLS and **WRITING SKILLS** test essential grammatical structures and provide writing tips and strategies needed to achieve the writing goal of each unit.

STEP 3: DRAFTING



BRAINSTORM is an essential part of the writing process and is needed to promote well-thought-out and organized information.

FIRST DRAFT has students take all the learned skills of the unit and use them to produce authentic writings.

WORKBOOK

STEP 4: REVISING AND PROOFREADING



LET'S PRACTICE gives students an opportunity to test their understanding of the key learning points and to assess their writing via modeling.

FINAL DRAFT allows students to reflect on their work and edit it to produce refined writing.

EXTENSION: PROJECT



PROJECT activities extend students' learning into a wider theme while introducing them to the essential 21st-century skills of: critical thinking, collaboration, creativity, and communication.

MY SISTER AND I

WARM-UP PREWRITING DRAFTING REVISING AND PROOFREADING

WARM-UP



Can you describe yourself and one of your family members?

WRITING GUIDE

When you write about yourself, you should write your name, age, looks, or other details.



Write about yourself.

Name: _____
Age: _____
Looks / Details: _____

HINTS

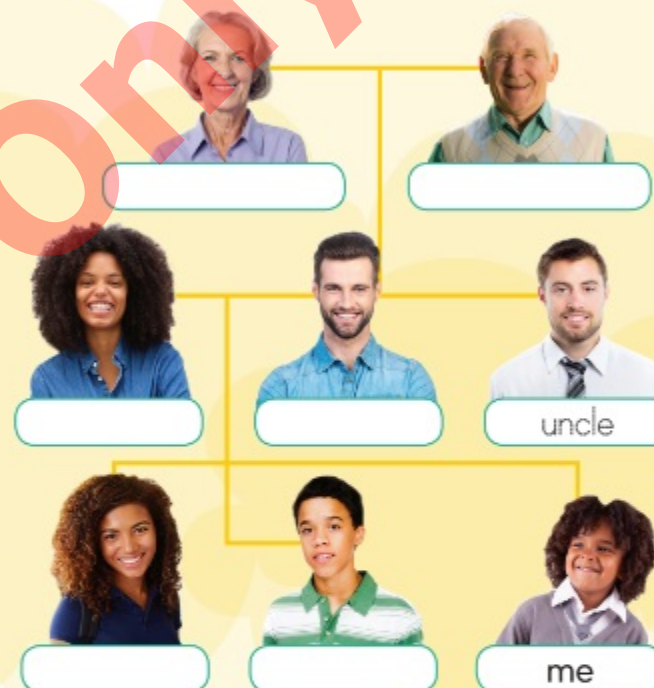
big
short
strong
tall
thin

WORDS TO KNOW

A Look at the pictures. Write the correct words.

WORDS

sister brother father grandma grandpa mother ~~uncle~~



B Complete the chart and sentences about Jacob.

name
Jacob Davis

age

10

looks

short



Me

My name is Jacob Davis.

I am _____ years old.

I am _____.

READ

Read the story.



0:00 / 0:40

My Sister and I

Hi, I am Jonas Clark.

I am 10 years old.

I am tall.

This is Erica Clark.

She is my sister.

She is 8 years old.

She is short.

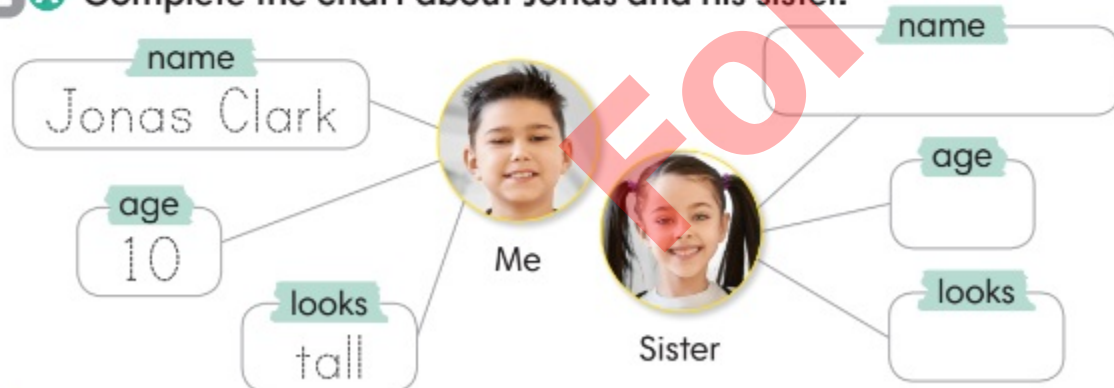
CHECK IT

What is the writing about?

a. Jonas and Erica b. Jonas and Jacob

UNDERSTAND

A Complete the chart about Jonas and his sister.



B Rewrite the sentences from the story on page 10.

Change the words from the story.

- Jonas to David
- 10 years old to 11 years old
- tall to thin
- Erica Clark to Mary Clark
- sister to mother
- 8 years old to 39 years old
- short to tall

TITLE My Mother and I

INTRODUCTION 1

¹ Hi, I am David Clark.

DETAILS

² I am 11 years old.³ I am thin.

INTRODUCTION 2

⁴ This is _____.

DETAILS

⁵ She is my _____.⁶ She is _____.⁷ She is _____.

LANGUAGE SKILLS

A THE VERB BE Circle the correct verbs.

The verb *be* has three forms in the simple present tense: *am*, *is*, *are*.

1. I (is / am) 10 years old.

2. He (am / is) 44 years old.

3. She (is / am) 38 years old.

4. We (are / is) funny.

TIP

Capitalize the names of specific people and places.

Sam Jones

Canada

B CAPITALIZATION Correct the mistakes.

Capitalize the first word of every sentence and people's names.

1. my name is sam wilson.
My name is Sam Wilson.

2. alex is my Brother.

3. I AM 9 YEARS OLD.

4. he Is Tall.



Go to the appendix for more on language skills.

Go back to page 10, look at the story, and follow steps 1 and 2 below.

1. Circle all *be* verbs (*am* / *is*).

2. Now underline the CAPITAL letters.

WRITING SKILLS

A Look and unscramble. (Don't forget to capitalize correctly.)



1



i / 9 years old. / am

I am



2



is / Ben / my brother.



3



tall. / is / he

B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize correctly.)

1. (my brother / 7 years old)

My brother is 7 years old



2

(he / my dad)



3

(mike / short)



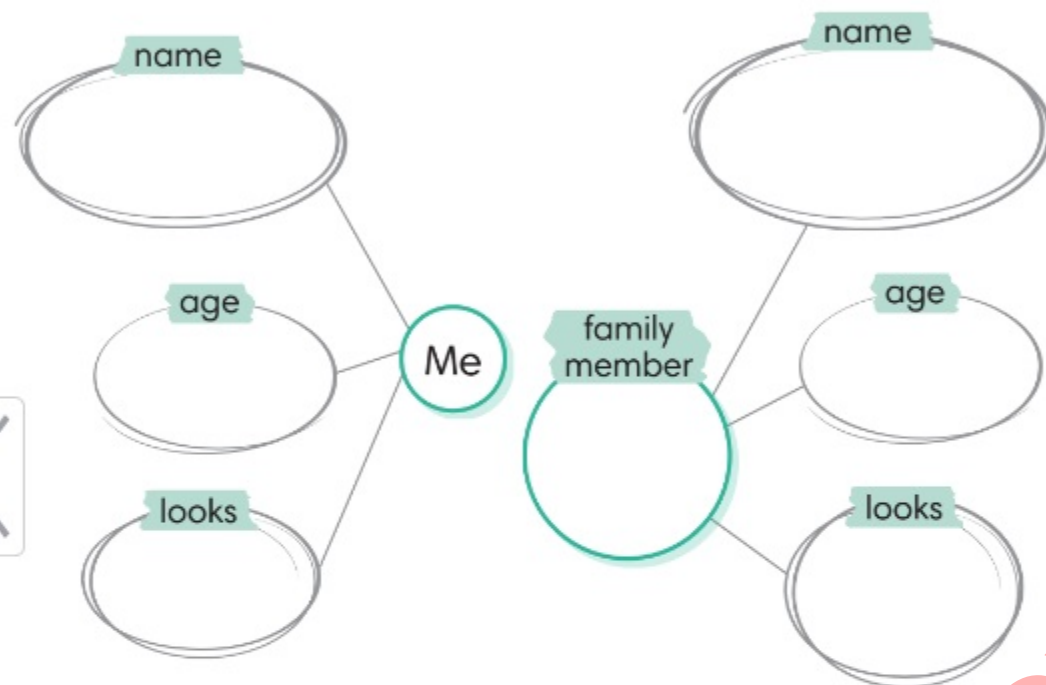
4

(tom / my brother)



BRAINSTORM

- A** Complete the mind map about you and a family member.



- B** With a classmate, talk about a family member. Write down what your classmate says.

name _____ is _____.

name

family member

age _____ is _____ years old.

looks _____ is _____.

FIRST DRAFT

- A** Now write about you and one of your family members.

EXAMPLE



My Brother and I

Hi. I am Angela Davis.
I am 10 years old.
I am tall.
This is Alex.
Alex is my brother.
He is 8 years old.
He is short.

CHECKLIST

- ☐ Use CAPITAL letters at the beginning of a name and a sentence.
- ☐ Correct spelling mistakes.

TITLE: My

INTRODUCTION 1

name

Hi, I am _____.

DETAILS

age

I am _____.

looks

I _____.

INTRODUCTION 2

name

This is _____.

DETAILS

family member

_____ is _____.

age

_____ is _____ years old.

looks

_____ is _____.