



WRITING FRAMEWORK

for Sentence Writing

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Scope and Sequence

HOW TO USE Page 6

Grammar References Page 74

Example Passages Page 78

UNIT / PAGE		TOPIC	WRITING FORM	VOCABULARY	GRAMMAR	WRITING BASICS	PROJECT
1 Page 8	Erica's Day	Daily Activities	Expository Writing	• Daily activity verbs	• Prepositions of time: <i>at, on, in</i>	Periods	Make a Daily Routine (WB)
2 Page 16	What Do You Like to Do?		Expository Writing	• Action verbs	• <i>Like / Don't like</i>	Commas	
3 Page 24	International School	Your Friends	Expository Writing	• Countries and nationalities	• Simple present <i>be</i> verbs with <i>from</i>	Capitalization for countries and nationalities	Make Friend Picture Cards (WB)
4 Page 32	My Classmates and I		Expository Writing	• Descriptive adjectives	• Simple present with <i>have</i> and <i>has</i>	Antonyms	
5 Page 40	What's Going on at Home?	Your House	Descriptive Writing	• Rooms in a house	• Present continuous	Hyphens	Draw Your Dream Room (WB)
6 Page 48	My Room		Descriptive Writing	• Furniture and accessories	• Prepositions of place: <i>on, above</i>	Commas for items	
7 Page 56	I'm Excited!	Describing Feelings	Expository Writing	• Feeling adjectives	• Subject complements	Synonyms	Describe Your Feelings (WB)
8 Page 64	Because I'm Happy!		Expository Writing	• Feeling adjectives	• <i>Because</i>	Antonyms	

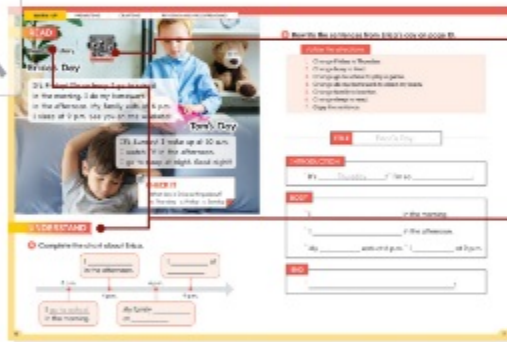
HOW TO USE STUDENT BOOK

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.

ERICA'S DAY

WARM-UP PREWRITING DRAFTING REVISING AND PROOFREADING

WARM-UP



What do you do every day?

WRITING GUIDE

When you write about what you do every day, you should use prepositions of time.



Answer the questions.

1. What do you do in the morning?
I _____ in the morning.

what you do

2. What do you do in the afternoon?
I _____ in the afternoon.

what you do

HINTS

play a game
do my homework
get dressed
go to practice
wake up

WORDS TO KNOW

A Look at the pictures. Write the correct words.

WORDS

brush my teeth
clean my room

go to sleep
wake up

do my homework
watch TV



1. wake up



2. _____



3. _____



4. _____



5. _____



6. _____

B Complete the chart and sentences.

wake up



7 a.m.



8 a.m.



4 p.m.



9 p.m.

1. I wake up at 7 a.m. 2. I _____ at 8 a.m.

3. I _____ at 4 p.m. 4. I _____ at 9 p.m.

READ

Read the story.



0:00 / 0:54

Erica's Day

It's Friday! I'm so busy. I go to school in the morning. I do my homework in the afternoon. My family eats at 6 p.m. I sleep at 9 p.m. See you on the weekend!

Tom's Day

It's Sunday! I wake up at 10 a.m. I watch TV in the afternoon. I go to sleep at night. Good night!

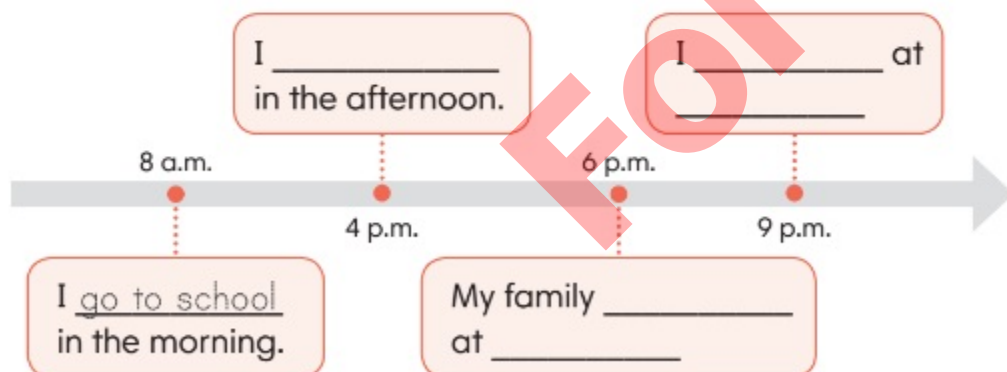
CHECK IT



What day is Erica writing about?
a. Thursday b. Friday c. Sunday

UNDERSTAND

A Complete the chart about Erica.



B Rewrite the sentences from Erica's day on page 10.

Follow the directions.

1. Change Friday to Thursday.
2. Change busy to tired.
3. Change go to school to play a game.
4. Change do my homework to clean my room.
5. Change family to brother.
6. Change sleep to read.
7. Copy the sentence.

TITLE

Erica's Day



INTRODUCTION

¹ It's Thursday! ² I'm so busy.



BODY

³ I go to school in the morning.

⁴ I do my homework in the afternoon.

⁵ My family eats at 6 p.m. ⁶ I sleep at 9 p.m.



END

⁷ See you on the weekend!

LANGUAGE SKILLS

A PREPOSITIONS Circle the correct words.

Use *at* with specific times, we use *on* for specific days and dates, and we use *in* for specific months, years, and seasons.

1. I go to practice (in / on) Monday.
2. She goes to sleep (in / at) the evening.
3. Her brother wakes up (on / at) 7 a.m.
4. I do my homework (on / in) the weekend.

B PERIODS Correct the mistakes using periods(.).

Use *a.m.* for times in the morning and *p.m.* for times in the afternoon, in the evening, and at night.

1. I wake up at 7 am
I wake up at 7 a.m.

2. I get dressed at 8 am

3. I do my homework at 4 pm

4. I brush my teeth at 9 pm



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 prepositions (*in* / *at* / *on*).
2. Now underline the *a.m.* / *p.m.*

WRITING SKILLS

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



does her / 4 pm / homework / she / at

She does her homework at 4 p.m.



on / my room / I / the weekend / clean



brush / I / at / 8 am / my teeth

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

1. (i / get dressed / 8 a.m.)

I get dressed at 8 a.m.

2. (we / sleep / night)

3. (i / go to school / the morning)

4. (they / study / afternoon)

BRAINSTORM

A Complete the chart about your day.

B With a classmate, talk about your day. Write down what your classmate says.

in the morning I _____ in the morning.

in the afternoon I _____ in the afternoon.

at night _____ at _____
_____ at _____

FIRST DRAFT

A Now write about your day.

EXAMPLE



My Day

It's Monday. I wake up at 7 a.m. I get dressed at 8 a.m. I go to school in the morning. I go to practice in the afternoon. I do my homework at 5 p.m. My family eats dinner in the evening. I brush my teeth and go to bed at 9 p.m.



TITLE: _____



INTRODUCTION

It's _____



BODY 1

morning

I wake up _____

I _____

I _____ in the morning.



BODY 2

afternoon

I _____ in the afternoon.

I _____ at _____



BODY 3

evening / night

My family _____

_____ I _____



CHECKLIST

- ☐ Use correct prepositions.
- ☐ Add a period(.) at the end of each sentence and time.
- ☐ Correct spelling mistakes.