Unit 5  Media Connection: Writing in the Real World  SE/TWE pp. 210–213

FOCUS
Objectives: To explore how expository writing and the writing process are used in a real-life application; to examine the use of expository writing in the development of a booklet on the Titanic
Skills: explaining technical terms; identifying important details
Critical Thinking: analyzing; evaluating; defining and clarifying
Listening and Speaking: note taking; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 210
___ Motivating Activity, TWE p. 210

TEACH
___ Discussion Prompts, TWE p. 211
___ Viewing and Representing, TWE p. 211
___ L2, Discussion, TWE p. 212
___ Cooperative Learning, TWE p. 212

Additional Resources
___ Bellringer Activities Transparencies
___ Daily Language Practice Transparencies
___ Writing Process Transparencies, 11, 23–27
___ Cooperative Learning Activities, pp. 17–20
___ Writing in the Real World, pp. 17–20
___ Thinking and Study Skills, pp. 10, 11, 13, 14, 15

ASSESS
___ Analyzing the Media Connection, TWE p. 213
___ Analyzing a Writer’s Process, TWE p. 213
___ Grammar Link, TWE p. 213
___ Reteaching activity, TWE p. 213
___ Enrichment activity, TWE p. 213
___ Writing Assessment and Evaluation Rubrics

CLOSE
___ Close activity, TWE p. 213

Assessment Options
___ Tests with Answer Key & Rubrics
   Unit 5 Choice A Test, p. 17
   Unit 5 Choice B Test, p. 18
   Unit 5 Composition Objective Test, pp. 19–20
Testmaker
   Unit 5 Choice A Test
   Unit 5 Choice B Test
   Unit 5 Composition Objective Test
Lesson 5.1  Writing Expository Paragraphs  SE/TWE pp. 214–217

FOCUS
Objectives: To develop an understanding of the types of expository writing and the importance of using transitions to show the relationship between details; to plan an expository paragraph that uses appropriate details and effective transitions

Skills: choosing among different types of expository organization; using transitions effectively

Critical Thinking: analyzing; establishing and evaluating criteria; defining and clarifying

Listening and Speaking: note taking; discussing; questioning

Bellringer and Grammar Link to the Bellringer, TWE p. 214
Motivating Activity, TWE p. 214

TEACH
L2, Using the Model, TWE p. 215
L1, Comparing and Contrasting, TWE p. 215
Two-Minute Skill Drill, TWE p. 215
Journal Writing Tip, TWE p. 215
L2, Using the Models, TWE p. 216
L3, Using Library Resources, TWE p. 216
English Language Learners, TWE p. 216

Additional Resources
Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 11, 23–27
Writing Across the Curriculum
Cooperative Learning Activities, pp. 17–20
Fine Art Transparencies, 23–27
Two-Minute Skill Drill Transparencies
Thinking and Study Skills, pp. 1, 30
Sentence-Combining Practice, pp. 32–33
Listening and Speaking Activities, pp. 15–16
Composition Practice, p. 34

ASSESS
Writing Activities Evaluation Rubrics, TWE p. 217
Using Computers, TWE p. 217
Grammar Link, TWE p. 217
Composition Reteaching, p. 34
Composition Enrichment, p. 34
Writing Assessment and Evaluation Rubrics

CLOSE
Close activity, TWE p. 217
Lesson Plan

Lesson 5.2  Explaining a Process  *SE/TWE pp. 218–221*

**FOCUS**

**Objectives:** To develop an understanding that the way in which a process is explained depends on how much the audience already knows about the subject; to explain a process using audience-appropriate details

**Skills:** organizing steps in a process; identifying details that are of interest to a particular audience

**Critical Thinking:** analyzing; defining and clarifying; visualizing; identifying

**Listening and Speaking:** explaining process; note taking

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Bellringer and Grammar Link to the Bellringer, TWE p. 218
Motivating Activity, TWE p. 218

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**TEACH**

L2, Using the Models, TWE p. 219
Two-Minute Skill Drill, TWE p. 219
Journal Writing Tip, TWE p. 219
L1, Using the Models, TWE p. 220
L3, Evaluating Processes, TWE p. 220
Less-Proficient Readers, TWE p. 220

**Additional Resources**

Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 11, 23–27
Writing Across the Curriculum
Cooperative Learning Activities, pp. 17–20
Fine Art Transparencies, 23–27
Two-Minute Skill Drill Transparencies
Thinking and Study Skills, pp. 13, 14, 15, 16, 17
Sentence-Combining Practice, pp. 32–33
Listening and Speaking Activities, pp. 15, 16
Composition Practice, p. 35

**ASSESS**

Writing Activities Evaluation Rubrics, TWE p. 221
Cross-Curricular Activity, TWE p. 221
Listening and Speaking, TWE p. 221
Grammar Link, TWE p. 221
Composition Reteaching, p. 35
Composition Enrichment, p. 35
Fine Art Transparencies, 23–27
Writing Assessment and Evaluation Rubrics

**CLOSE**

Close activity, TWE p. 221
Lesson Plan

Lesson 5.3  Analyzing Cause-and-Effect Connections  SE/TWE pp. 222–225

FOCUS
Objectives: To identify different kinds of cause-and-effect relationships; to analyze cause-and-effect relationships
Skills: identifying cause-and-effect relationships
Critical Thinking: relating events; evaluating
Listening and Speaking: explaining cause-and-effect relationships

Bellringer and Grammar Link to the Bellringer, TWE p. 222
Motivating Activity, TWE p. 222

TEACH
L2, Using the Model, TWE p. 223
L1, Sorting Out Cause-and-Effect Relationships, TWE p. 223
Two-Minute Skill Drill, TWE p. 223
Journal Writing Tip, TWE p. 223
L2, Using the Model, TWE p. 224
English Language Learners, TWE p. 224

Additional Resources
Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 11, 23–27
Writing Across the Curriculum
Cooperative Learning Activities, pp. 17–20
Fine Art Transparencies, 23–27
Two-Minute Skill Drill Transparencies
Thinking and Study Skills, pp. 12, 14
Sentence-Combining Practice, pp. 32–33
Listening and Speaking Activities, pp. 15, 16
Composition Practice, p. 36

ASSESS
Writing Activities Evaluation Rubrics, TWE p. 225
Viewing and Representing, TWE p. 225
Using Computers, TWE p. 225
Grammar Link, TWE p. 225
Composition Reteaching, p. 36
Composition Enrichment, p. 36
Fine Art Transparencies, 23–27
Viewing the Art, TWE p. 225
Writing Assessment and Evaluation Rubrics

CLOSE
Close activity, TWE p. 225
Lesson 5.4 Writing an Essay to Compare and Contrast SE/TWE pp. 226–231

FOCUS
Objectives: To develop an understanding of how to write a compare-and-contrast essay, to shape essays around a thesis statement, and to sort the details by feature or subject; to explain in an essay the essential similarities and differences between two subjects
Skills: comparing and contrasting; writing a thesis statement; organizing information
Critical Thinking: comparing; contrasting; classifying; developing a main idea
Listening and Speaking: discussing; evaluating

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Bellringer and Grammar Link to the Bellringer, TWE p. 226
Motivating Activity, TWE p. 226

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TEACH
L2, Using the Model, TWE p. 227
L1, Comparing and Contrasting, TWE p. 227
Two-Minute Skill Drill, TWE p. 227
Journal Writing Tip, TWE p. 227
L2, Using the Model, TWE p. 228
L1, Using a Venn Diagram, TWE p. 228
Less-Proficient Readers, TWE p. 228
L2, Choosing an Organizational Method, TWE p. 229
L3, Comparing and Contrasting Literary Elements, TWE p. 229
Journal Writing Tip, TWE p. 229
Cultural Connections, TWE p. 229
English Language Learners, TWE p. 230
L2, Using the Model, TWE p. 230

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Additional Resources
Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 11, 23–27
Writing Across the Curriculum
Cooperative Learning Activities, pp. 17–20
Fine Art Transparencies, 23–27

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ASSESS
Writing Activities Evaluation Rubrics, TWE p. 231
Viewing and Representing, TWE p. 231
Cross-Curricular Activity, TWE p. 231
Grammar Link, TWE p. 231

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CLOSE
Close activity, TWE p. 231
Lesson Plan

Lesson 5.5 Analyzing Problems, Presenting Solutions SE/TWE pp. 232–235

**FOCUS**

**Objectives:** To explain the nature and extent of a problem and present possible solutions; to use criteria to assess the advantages and disadvantages of each solution to a problem

**Skills:** defining a problem; identifying solutions

**Critical Thinking:** analyzing; clarifying; synthesizing; evaluating

**Listening and Speaking:** note taking; questioning

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**TEACH**

- Bellringer and Grammar Link to the Bellringer, TWE p. 232
- Motivating Activity, TWE p. 232

**Additional Resources**

- Bellringer Activities Transparencies
- Daily Language Practice Transparencies
- Writing Process Transparencies, 11, 23–27
- Writing Across the Curriculum
- Cooperative Learning Activities, pp. 17–20
- Fine Art Transparencies, 23–27
- Two-Minute Skill Drill Transparencies
- Thinking and Study Skills, pp. 23, 24, 25, 27–28
- Sentence-Combining Practice, pp. 32–33
- Listening and Speaking Activities, pp. 15, 16
- Composition Practice, p. 39

**ASSESS**

- Writing Activities Evaluation Rubrics, TWE p. 235
- Cross-Curricular Activity, TWE p. 235
- Listening and Speaking, TWE p. 235
- Grammar Link, TWE p. 235
- Composition Reteaching, p. 39
- Composition Enrichment, p. 39
- Writing Assessment and Evaluation Rubrics

**CLOSE**

- Close activity, TWE p. 235


**Lesson Plan**

**Lesson 5.6** Using Time Lines and Process Diagrams *SE/TWE pp. 236–239*

**FOCUS**

**Objectives:** To recognize how to make complicated relationships easier to understand with visual aids; to recognize relationships and organize information using time lines and process diagrams

**Skills:** highlighting events and relationships in a time line; creating a time line or process diagram

**Critical Thinking:** analyzing; relating; visualizing

**Listening and Speaking:** explaining a process

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Bellringer and Grammar Link to the Bellringer, TWE p. 236
Motivating Activity, TWE p. 236

**TEACH**

L3, Making a Time Line, TWE p. 237
Two-Minute Skill Drill, TWE p. 237
Journal Writing Tip, TWE p. 237
L2, Creating a Diagram, TWE p. 238
L1, Understanding Diagrams, TWE p. 238
Less-Proficient Readers, TWE p. 238

**Additional Resources**

Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 11, 23–27
Writing Across the Curriculum
Cooperative Learning Activities, pp. 17–20
Fine Art Transparencies, 23–27
Two-Minute Skill Drill Transparencies
Thinking and Study Skills, pp. 12, 14, 16
Sentence-Combining Practice, pp. 32–33
Listening and Speaking Activities, pp. 15, 16
Composition Practice, p. 40

**ASSESS**

Writing Activities Evaluation Rubrics, TWE p. 239
Using Computers, TWE p. 239
Viewing and Representing, TWE p. 239
Grammar Link, TWE p. 239
Composition Reteaching, p. 40
Composition Enrichment, p. 40
Writing Assessment and Evaluation Rubrics

**CLOSE**

Close activity, TWE p. 239
Focus

Objectives: To develop an understanding of how to formulate a hypothesis based upon the analysis and evaluation of evidence; to analyze evidence and build a hypothesis that can be tested

Skills: building and developing hypotheses; presenting data

Critical Thinking: analyzing; researching; comparing and contrasting; organizing; making decisions

Listening and Speaking: discussing; evaluating

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TEACH

- L2, Using the Model, TWE p. 241
- L1, Visual Thinking, TWE p. 241
- Two-Minute Skill Drill, TWE p. 241
- Journal Writing Tip, TWE p. 241
- L2, Using the Model, TWE p. 242
- L3, Reading Further, TWE p. 242
- English Language Learners, TWE p. 242

Additional Resources

- Bellringer Activities Transparencies
- Daily Language Practice Transparencies
- Writing Process Transparencies, 11, 23–27
- Writing Across the Curriculum
- Cooperative Learning Activities, pp. 17–20
- Fine Art Transparencies, 23–27
- Two-Minute Skill Drill Transparencies
- Thinking and Study Skills, pp. 19, 24, 25
- Sentence-Combining Practice, pp. 32–33
- Listening and Speaking Activities, pp. 15, 16
- Composition Practice, p. 41

ASSESS

- Writing Activities Evaluation Rubrics, TWE p. 243
- Cross-Curricular Activity, TWE p. 243
- Viewing and Representing, TWE p. 243
- Grammar Link, TWE p. 243
- Composition Reteaching, p. 41
- Composition Enrichment, p. 41
- Fine Art Transparencies, 23–27
- Writing Assessment and Evaluation Rubrics

CLOSE

- Close activity, TWE p. 243
Lesson Plan

Lesson 5.8 Comparing and Contrasting Two Authors SE/TWE pp. 244–247

FOCUS
Objectives: To compare and contrast two authors; to write an article that compares and contrasts two reviews of a movie
Skills: identifying similarities and differences; evaluating the use of tone, imagery, word choice, theme, and author’s perspective
Critical Thinking: analyzing; comparing and contrasting; evaluating
Listening and Speaking: discussing; evaluating

Bellringer and Grammar Link to the Bellringer, TWE p. 244
Motivating Activity, TWE p. 244

TEACH
Using the Model, TWE p. 245
Analyzing Similarities and Differences, TWE p. 245
Two-Minute Skill Drill, TWE p. 245
Journal Writing Tip, TWE p. 245
Using Categories, TWE p. 246
Comparing and Contrasting Other Authors, TWE p. 246
Less-Proficient Readers: L1, TWE p. 246

Additional Resources
Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 11, 23–27
Writing Across the Curriculum
Cooperative Learning Activities, pp. 17–20
Fine Art Transparencies, 23–27
Two-Minute Skill Drill Transparencies
Thinking and Study Skills, pp. 10, 13
Sentence-Combining Practice, pp. 32–33
Listening and Speaking Activities, pp. 15, 16
Composition Practice, p. 42

ASSESS
Writing Activities Evaluation Rubrics, TWE p. 247
Using Computers, TWE p. 247
Grammar Link, TWE p. 247
Composition Reteaching, p. 42
Composition Enrichment, p. 42
Writing Assessment and Evaluation Rubrics

CLOSE
Close activity, TWE p. 247
Lesson Plan

Lesson 5.9 Comparing and Contrasting Two Poems SE/TWE pp. 248–251

**FOCUS**

**Objectives:** To compare and contrast two poems on the same subject; to write an essay that compares and contrasts two poems on the same subject

**Skills:** exploring responses; analyzing poetic devices

**Critical Thinking:** analyzing; evaluating; comparing and contrasting

**Listening and Speaking:** reading aloud; discussing; listening for rhythm and meter

___ Bellringer and Grammar Link to the Bellringer, TWE p. 248
___ Motivating Activity, TWE p. 248

**TEACH**

___ L2, Using the Model, TWE p. 249
___ L3, Describing Reactions, TWE p. 249
___ Two-Minute Skill Drill, TWE p. 249
___ Journal Writing Tip, TWE p. 249
___ L2, Clarifying Terminology, TWE p. 250
___ L3, Visual Thinking, TWE p. 250
___ English Language Learners, TWE p. 250

**Additional Resources**

___ Bellringer Activities Transparencies
___ Daily Language Practice Transparencies
___ Writing Process Transparencies, 11, 23–27
___ Writing Across the Curriculum
___ Cooperative Learning Activities, pp. 17–20
___ Fine Art Transparencies, 23–27
___ Two-Minute Skill Drill Transparencies
___ Thinking and Study Skills, pp. 10, 13, 25
___ Sentence-Combining Practice, pp. 32–33
___ Listening and Speaking Activities, pp. 15, 16
___ Composition Practice, p. 43

**ASSESS**

___ Writing Activities Evaluation Rubrics, TWE p. 251
___ Using Computers, TWE p. 251
___ Viewing and Representing, TWE p. 251
___ Grammar Link, TWE p. 251
___ Composition Reteaching, p. 43
___ Composition Enrichment, p. 43
___ Writing Assessment and Evaluation Rubrics

**CLOSE**

___ Close activity, TWE p. 251
Unit 5 Writing Process in Action SE/TWE pp. 252–255

FOCUS
Objectives: To use the stages of the writing process to create and present a finished expository piece; to write a proposal for obtaining high-tech equipment that would serve the needs of the school
Skills: using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting; analyzing and explaining the benefit of equipment; analyzing the school’s need; using appropriate vocabulary and organization; following standards of grammar, usage, and mechanics
Critical Thinking: analyzing; generating new information; organizing; evaluating
Listening and Speaking: evaluating; discussing; informal speaking; taking notes; formal speaking; questioning

Bellringer and Grammar Link to the Bellringer, TWE p. 252
Motivating Activity, TWE p. 252

TEACH
Prewriting
L2, Developing Ideas for Expository Writing, TWE p. 253

Drafting
L1, Developing Paragraphs, TWE p. 253

Revising
L2, Peer Editing, TWE p. 254

Editing/Proofreading
L2, Peer Editing, TWE p. 254

Publishing/Presenting
Presenting activity, TWE p. 254
Journal Writing Tip, TWE p. 254
Enrichment and Extension, TWE p. 254
English Language Learners, TWE p. 255

Additional Resources
Bellringer Activities Transparencies
Daily Language Practice Transparencies
Writing Process Transparencies, 23–27
Thinking and Study Skills, pp. 10, 25, 29–30
Sentence-Combining Practice, pp. 32–33
Grammar Workbook, Lessons 2, 41

ASSESS
Evaluation Rubrics, TWE p. 255
Writing Assessment and Evaluation Rubrics
Reteaching activity, TWE p. 255
Enrichment activity, TWE p. 255

CLOSE
Close activity, TWE p. 255
**Unit 5**

**Literature: from *The Soul of a New Machine*, Tracy Kidder**

**SE/TWE pp. 256–262**

**FOCUS**

**Objectives:** To read a literature passage that illustrates in a very real way effective expository writing; to explore how a writer introduces, develops, and concludes an expository essay.

**Skills:** reading comprehension

**Critical Thinking:** evaluating; making inferences

**Listening and Speaking:** discussing

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**TEACH**

- Bellringer and Motivating Activity, TWE p. 256
- L2, Guided Reading, TWE pp. 257–261
- Viewing the Art, TWE p. 258
- Writing in the Real World, TWE p. 259
- Cooperative Learning, TWE p. 260
- Writing in the Real World, TWE p. 262

**Additional Resources**

- Bellringer Activities Transparencies
- Daily Language Practice Transparencies
- Fine Art Transparencies, 23–27
- Listening and Speaking Activities, pp. 15, 16
- Thinking and Study Skills, pp. 6, 11, 12, 13, 17, 33, 34

**ASSESS**

- Evaluation Rubrics, TWE p. 262
- Writing Assessment and Evaluation Rubrics

**CLOSE**

- Close activity, TWE p. 262

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**Unit 5**

**Review**

**SE/TWE p. 263**

- Reflecting on the Unit, TWE p. 263
- Adding to Your Portfolio, TWE p. 263
- Portfolio Evaluation, TWE p. 263
- Writing Across the Curriculum, TWE p. 263

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**Assessment Options**

- Tests with Answer Key & Rubrics
  - Unit 5 Choice A Test, p. 17
  - Unit 5 Choice B Test, p. 18
  - Unit 5 Composition Objective Test, pp. 19–20
- Testmaker
  - Unit 5 Choice A Test
  - Unit 5 Choice B Test
  - Unit 5 Composition Objective Test
- MindJogger Videoquizzes
- Interactive Tutor: Self-Assessment, Unit 5