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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 1 | Ready to Write 2 | Chapter 1:Getting Organized | 1-10 | * Writing and organizing lists
* Organizing items into groups
* Organizing information into groups
* Identifying irrelevant information
* Capitalization and punctuation
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 1** online activities. | - | Paragraph | A2 - Getting organized - Capitalization and Punctuation |
| **CFR DESCRIPTORS** | The students will be able to organize items on a list into groups. |
| **OBJECTIVES** | In this chapter, students will be able to:* Brainstorm their ideas
* Put their ideas into clusters
* Remove irrelevant pieces of information
* Obey the relevant rules of spelling and punctuation
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 2 | Ready to Write 2 | Chapter 6:Understanding the writing process | 72-86 | * Recognizing and using the steps of the writing process
* Brainstorming, clustering, listing
* Organizing ideas into lists and outlines
* Revising and editing
* Writing the first draft
* Prepositions of place
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 6** online activities. | Sample Pack A2 LevelChapter 6 | Paragraph | Page No: 83Prewriting (A- B- C), Writing and Revising |
| **CFR DESCRIPTORS** | The students will be able to write a paragraph about how to stay healthy using the three steps of the writing process. |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize and use the steps of the writing process
* Practice prewriting (brainstorming clustering, listing)
* Organize ideas into simple, informal outlines
* Practice what to include in a first draft
* Use a revising checklist
* Edit paragraphs
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| **ASSESSMENT** | Writing Portfolio 1 (involving weeks 1-2) |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 3 | Ready to Write 2 | Chapter 2:Understanding paragraphs  | 11-31 | * Identifying parts of a paragraph
* Writing topic, supporting, and concluding sentences
* Using topic sentences as prompt for paragraphs
* Following steps to write well-organized paragraphs
* Compound sentences
* Paragraph unity
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 2** online activities.
 | Sample Pack A2 levelChapter 2 | Paragraph | Page No: 29Exercise A, B, C, D |
| **CFR DESCRIPTORS** | * The students will be able to organize items on a list into groups.
* The students will be able write a well-organized paragraph with a topic sentence, supporting sentences, and a concluding sentence about their best friend.
 |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize ways to organize information into groups
* Identify irrelevant information
* Identify parts of a paragraph
* Understand paragraph form
* Identify and develop topic, supporting, and concluding sentences
* Turn topic sentences into questions
* Understand paragraph unity
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 4 | Ready to Write 2 | Chapter 3:Organizing information by time order  | 32-46 | * Writing an email using prepositions of time
* Writing paragraphs in chronological order prompted by schedules, lists, and time lines
* Writing biographical paragraphs
* Signal words that show time order
* Writing titles for paragraphs
* Complex sentences with *before* and *after*
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 3** online activities. | Sample Pack A2 LevelChapter 3 | Paragraph | Page No: 45 Putting it all together Part (1- 2- 3) |
| **CFR DESCRIPTORS** | The students will be able to write a time order paragraph about the life of a famous person who interests them. |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize that well-organized paragraphs include transitions, called signal words, to connect ideas
* Recognize and use time-order signal words
* Recognize chronological order
 |
| **ASSESSMENT** | Writing Portfolio 2 (involving weeks 3-4)MID-TERM EXAM (involving weeks 1-4) |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 5 | Ready to Write 2 | Chapter 4:Organizing information by order of importance | 47-61 | * Writing topic sentences for order of importance
* Writing and ordering supporting points
* Writing paragraphs organized by order of importance
* Writing equal-order paragraphs
* Order of importance signals words
* Gerunds in topic sentences
* Adding new ideas
* Comma splices
* Go to <https://www.pearsonelt.com/myenglishlab.html>

and choose **Ready to Write 2** and do **Chapter 4** online activities.* **P.S. Skip the activity 1 (Ordering supporting points) on p.50**
 | Sample Pack A2 Chapter 4 | Paragraph | Page No: 56- 57Exercises A- B- A- B- C- D- E |
| **CFR DESCRIPTORS** | The students will be able to write a paragraph about qualities of a good teacher listing the supporting ideas in order of importance. |
| **OBJECTIVES** | In this chapter, students will be able to:* Order supporting information by importance
* Recognize and use signal words for order of importance (first, in addition most importantly)
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 6 | Ready to Write 2 | Chapter 5:Organizing information by spatial order | 62-71 | * Writing topic sentences for spatial order paragraphs
* Organizing details in spatial order
* Writing descriptive using spatial order
* Prepositions of place
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 5** online activities
 | Sample Pack A2 LevelChapter 5 | Paragraph | Page No: 68- 69Part (1- 2- 3-4-5) |
| **CFR DESCRIPTORS** | The students can write a paragraph about their bedroom describing a place using spatial order. |
| **OBJECTIVES** | In this chapter, students will be able to: * Use spatial order to organize details in a descriptive paragraph (start on the left side and move right, go from right to left, start with the outside and move in, etc.)
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| **ASSESSMENT** | Writing Portfolio 3 (involving weeks 5-6) |

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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 7 | Ready to Write 2 | Chapter 7:Supporting the Main Idea | 87-111 | * Using the writing process
* Writing paragraphs with supporting examples, personal experiences, facts, statistics, information from graphs and charts, and quotes
* Verbs that describe change
* Adjectives and adverbs describing degree of change
* Verbs that introduce quotes
* Introducing examples: Using *for example, for instance, such as*
* Punctuating quotes
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 7** online activities.
 | Sample Pack A2 LevelChapter 7 | Paragraph | Page No: 92 – 93ParagraphPractice 2Prewriting (A- B- C- D), Writing and Revising |
| **CFR DESCRIPTORS** | The students will be able to write a paragraph to support the main idea by using the techniques such as personal experiences, facts, and statistics. |
| **OBJECTIVES** | In this chapter, students will learn to:* Choose appropriate support for main ideas
* Use verbs that describe changes to write about charts and graphs
* Recognize and choose the type of support that best proves the main point (personal anecdotes, reasons, examples, quotations, facts and statistics)
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| **WEEK** | **COURSEBOOK** | **CHAPTER** | **PAGES** | **ACTIVITIES** | **SAMPLES** | **TYPE OF PARAGRAPH/ESSAY** | **IN-CLASS ACTIVITY** |
| 8 | Ready to Write 2 | Chapter 8:Explaining a process | 112-126 | * Using the writing process
* Writing topic sentences for process paragraphs
* Ordering sentences in process paragraphs
* Writing process paragraphs
* Direction signal words
* Time order signal words
* Imperative sentences
* Go to <https://www.pearsonelt.com/myenglishlab.html> and choose **Ready to Write 2** and do **Chapter 8** online activities.
 | Sample Pack A2 LevelChapter 8 | Paragraph | Page No: 119Prewriting, Writing, Revising(any topic can be given from the list) |
| **CFR DESCRIPTORS** | The students will be able to write a paragraph describing the steps in a process about how to succeed in school. |
| **OBJECTIVES** | In this chapter, students will be able to:* Recognize what to include in a topic sentence for a process paragraph
* Recognize how to use time-order signal words to describe steps in a process
* Recognize and use signal words useful for giving directions (across the street from, next door to, on the corner)
 |
| **ASSESSMENT** | END-OF-TERM EXAM (involving weeks 1-8) |