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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 Level  Chapter 6 | Paragraph | Page No: 83  Prewriting (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 | | | | | |
| **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 level  Chapter 2 | Paragraph | Page No: 29  Exercise 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  Level  Chapter 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- 57  Exercises 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 Level  Chapter 5 | Paragraph | Page No: 68- 69  Part (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.) | | | | | |
| **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 Level  Chapter 7 | Paragraph | Page No: 92 – 93  ParagraphPractice 2  Prewriting (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 Level  Chapter 8 | Paragraph | Page No: 119  Prewriting, 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) | | | | | |