WRITE Right 1
Beginner

Build & Grow®
WRITE

Right

Beginner

Lesson 1
My Best Friend

Lesson 2
All about Me

Lesson 3
My Family at 8 p.m.

Lesson 4
My Favorite Class
Mark the completion of each lesson with the stickers at the back of this book.
**Mr. Wright**
- Easygoing Dad
- He is a computer programmer.
- He is the easygoing parent.

**Mrs. Wright**
- Strict Mom
- She is a math teacher.
- She is the strict parent.

**Allisa Wright**
- Bossy Allisa
- She is a tomboy.
- She thinks her parents love Toby too much and they spoil him.
- She wants to be a computer programmer like her dad.

**Toby Wright**
- Playful Toby
- He is loud and playful.
- He makes Allisa mad because he likes to touch her stuff.
- He wants to be an astronaut.

**Irie**
- Quiet Irie
- Allisa’s best friend
- She is shy and quiet.
- She and Allisa like to read books and comics together.

**Molly**
- Smart Molly
- She is the Wright family’s pet.
- She can only talk to Allisa and Toby.
- She is very smart.

**Billy**
- Funny Billy
- Toby’s best friend
- He is funny and playful.
- He and Toby like to ride scooters and play at the playground.
<table>
<thead>
<tr>
<th>Title</th>
<th>Topic</th>
<th>Writing Mode</th>
<th>Text Structure</th>
<th>Grammar</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Writing about Friends</td>
<td>Expository Writing</td>
<td>Descriptive Writing</td>
<td>Adjectives, The Verb Be with Not, Like to</td>
<td>8</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Writing about Me</td>
<td>Expository Writing</td>
<td>Descriptive Writing</td>
<td>Have, The Simple Present: Negative</td>
<td>16</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Writing about Family</td>
<td>Expository Writing</td>
<td>Cause &amp; Effect Writing (Journal Writing)</td>
<td>Present Progressive, Because</td>
<td>24</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Writing about School</td>
<td>Expository Writing</td>
<td>Letter Writing</td>
<td>Possessive Adjectives</td>
<td>32</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Writing about Birthdays</td>
<td>Expository Writing</td>
<td>List Writing</td>
<td>Need/Want, Need to, Want to</td>
<td>40</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Writing about Clothes</td>
<td>Expository Writing</td>
<td>Compare &amp; Contrast Writing</td>
<td>The Simple Present, Both, But</td>
<td>48</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Writing about Colors</td>
<td>Expository Writing</td>
<td>Sensory Writing</td>
<td>Pronouns, Possessive Forms with Apostrophes, Sense Verbs</td>
<td>56</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Writing about Problems</td>
<td>Expository Writing</td>
<td>Problem &amp; Solution Writing</td>
<td>Can &amp; Can’t</td>
<td>64</td>
</tr>
</tbody>
</table>

**Writing Project**

<table>
<thead>
<tr>
<th>Project 1</th>
<th>Project 2</th>
<th>Project 3</th>
<th>Project 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map</td>
<td>Vacation Plan</td>
<td>Graphic Novel</td>
<td>Birthday Card</td>
</tr>
</tbody>
</table>
Lesson Components

• Step 1: Writing Opener

In this stage, students brainstorm the writing topics.

- **Pictures**
  With the help of pictures, students learn the target vocabulary and begin thinking about the writing topics.

- **Graphic Organizer**
  Graphic organizers help students gather key words and ideas.

- **Sentence Build-Up**
  Students make sentences with the key words.

• Step 2: Writing Focus

Writing Focus has four stages: Writing Model, Writing Analysis, Writing Organizer, and Language Focus. In this step, students learn how to write.

- **Writing Model**
  The Writing Model introduces students to different writing forms.

- **Writing Analysis**
  Questions about the Writing Model provide a better understanding of the passages. Through the use of graphic organizers, students learn how key words and ideas form the basis of sentences and writing.

- **Punctuation Card**
  This punctuation guide teaches how and when to use the different types of punctuation marks correctly.

- **Writing Organizer**
  Students examine writing structures. Copying the Writing Model reinforces how to organize ideas and sentences.

- **Language Focus**
  Students practice using the target language to help boost their vocabulary and writing skills.
• Step 3: Write Right
In this stage, students are guided through creating their own writings.

Idea Map
With this mapping process, students brainstorm ideas and learn how to organize their thoughts.

First Draft
Students complete their first drafts using the graphic organizers from the previous page. The provided writing structures help students arrange their writings.

Check & Revise
Students check and revise their punctuation usage in order to polish their writings. This section can be used for self-correction or peer feedback.

• Workbook

Idea Map
Students review how to use graphic organizers and write sentences with the information they contain.

Language Practice
Additional exercises allow students to practice the target language necessary to create their writings.

Final Paper
Using teacher feedback and Check & Revise, students correct their first drafts and write their final papers.

• Writing Project
Hands-on, fun-filled activities give students experience writing in different formats. Projects in the Write Right Beginner three-book series include making a card, a poster, a graphic novel, a book cover, and more.
Tom and Scott are best friends. Circle the correct answers and write.

A  What is Tom like?

He is playful. (loud / playful)

B  What does Scott like to do?

He likes to ______________________________________.

( tell funny stories / play outside )

Word Bank

• playful • loud/quiet • play outside • tell funny stories • best
Complete the Idea Maps and the sentences about Tom and Scott.

1. Idea Map about Tom

- Tom is **playful**.
- He is **not loud**.
- He **likes to play outside**.

2. Idea Map about Scott

- Scott is ____________.
- He is ____________.
- He **likes to tell** funny stories.
My Best Friend

This is Billy.
He is loud and playful.
He is not quiet.
He likes to tell funny stories.
We like to play outside.
I like Billy.
We are best friends.
Writing Analysis

A. What is the title?

________________________

B. What does Toby write about? Circle the correct answer and write.

Toby writes about his ___________________________.

( friend / brother / neighbor )

C. How does Toby end his writing?

We are _____________________________.

D. Make an Idea Map about Billy.

IDEA MAP

We like to play outside.
He likes to tell funny stories.
Write the missing words from page 10.

**Title**
My __________ _____________

**Beginning** Introduce Your Friend
This is ________________.

**Middle** Describe Your Friend
He is __________ and ______________.
He is not ______________.
He likes to _______ ______________ ______________.
We like to __________ outside.

**End** Thoughts about Your Friend
I __________ Billy.
We are __________ friends.
Adjectives & the Verb Be with Not  Make the sentences positive or negative.

1. He is playful.  →  He is not playful.
2. She ______.  →  She is not quiet.
3. We are loud.  →  We ______.
4. I ______.  →  I am not shy.
5. You are funny.  →  You ______.
6. They ______.  →  They are not nice.

Like/Likes to  Complete the sentences using like/likes to and the given pronouns.

1. ______ like to play outside. (I)
2. ______ tell funny stories. (You)
3. ______ play. (They)
4. ______ ride bikes. (We)
5. ______ tell happy stories. (She)
6. ______ play soccer. (He)
Idea Map

Write about your friend.

Make an Idea Map.

Expression Bank

- friendly
- kind
- read books
- go shopping with ______
- _______ is my best friend.
- I like to play/talk with him/her.
- He/She is a great friend.
**First Draft**

Write a draft about your friend using your Idea Map.

**Title**
My ____________ ____________

**Beginning** Introduce Your Friend
This is ____________.

**Middle** Describe Your Friend
____ is ______________ and ______________.
____ is not ______________.
____ likes to ____________________________.
We like to ____________________________.

**End** Thoughts about Your Friend
I like ____________________________.
_______ is a _________ friend.