

Teaching a Unit of *Great Writing Foundations*

UNIT OPENER

Each unit begins with a thought-provoking **PHOTO** to capture students' attention and arouse curiosity. It is accompanied by a **FREWRITE** activity that gives them an opportunity to write freely about a topic pertinent to the unit and photo. The unit opener also presents the measurable **OBJECTIVES** of the unit.

TIPS

OBJECTIVES: Read, or have a student read, the **OBJECTIVES**. Ask students to rate themselves on these objectives before they start the unit. Use the following scale:

- 1 = Not at all
- 2 = Somewhat
- 3 = Well
- 4 = Very well

Have students rate themselves again at the end of the unit to evaluate their own learning.

Ask questions about the photo and caption. For example,

- What do you see?
- How does it make you feel?
- Is it interesting? Why?
- Why do you think the photographer took this photo?
- Do you like the photo? Why or why not?
- What does the caption say?
- How does it help you understand the photo?

FREWRITE: Read the prompt. Have students discuss their ideas in pairs before writing. Explain that they do not need to worry about spelling or writing correct sentences at this point. This prompt is to get ideas flowing.

THE UNIT

Each unit contains four parts: Grammar for Writing, Building Better Vocabulary and Spelling, Building Better Sentences, and Writing.

GRAMMAR FOR WRITING

This part provides a specific grammatical focus that helps beginning writers build effective sentences. Topics include parts of speech, verb tenses, punctuation, capitalization, and sentence types.

GRAMMAR is explained in language that is appropriate for beginning-level writers, and simple charts give learners easy access to the structures they will need in their writing. Charts of **COMMON MISTAKES** encourage students to notice the gap between correct and incorrect sentence structures.

ACTIVITIES include identification of key grammar items, selection of correct grammatical forms, writing sentences using the grammar focus, unscrambling sentences, and correcting mistakes in sentences. The unit-by-unit teacher's notes have suggestions for presenting the information, ideas for expansion, and an answer key.

TIPS

GRAMMAR

- Use clear, simple language when presenting information and giving instructions.
- Give extra examples using information from the students' own context.
- Provide visual support whenever possible.
- Maintain a balance between guided discovery as a group and individual study of the charts in the book.
- See the unit-by-unit teacher's notes for specific teaching information.

COMMON MISTAKES

- Have students cover up the explanation and the correction, and challenge them in pairs to try to identify the mistake and correct it.
- See the unit-by-unit teacher's notes for any specific teaching information.

ACTIVITIES

- Read, or have a student read, the directions and go over any examples and unknown vocabulary.
- If necessary, do one item together as a class.
- Have students do the activity individually, unless otherwise noted.
- Have students share their answers in pairs or small groups before going over them as a class.
- For any activities that involve writing correct sentences, you may want to have students write them on the board before going over the answers together.
- See the unit-by-unit teacher's notes for any specific teaching information.

BUILDING BETTER VOCABULARY AND SPELLING

This part provides a phonetic focus that helps beginning writers spell words accurately. Each unit is built around a **WORDS TO KNOW** list that contains words illustrating one of the fourteen vowel sounds in English. These words are arranged in groups according to the variant spellings and include the most frequent or most useful words selected from the ESL Vocabulary Spelling List (Folse, 2013).


This section consists of the same seven supporting activities: **WHICH WORDS DO YOU KNOW?**, **MATCHING**, **SPELLING WORDS WITH THE SOUND OF . . .**, **SCRAMBLED LETTERS**, **SPELLING PRACTICE**, **WHICH SPELLING IS CORRECT**, and **CUMULATIVE SPELLING REVIEW** (from Unit 2–Unit 14).

TIPS


WHICH WORDS DO YOU KNOW?

- Present the target sound, and help students pronounce it. Read the words aloud and have the class repeat each one.
- Have students study the list and check the words they already know.
- Have students work with a partner to share information about the words they know.
- As a class, go over the meaning of any remaining words students don't know. Provide them with information about the words or have them look up the words in a dictionary.
- After going over all of the words, have students record the words they didn't know in their notebook or on flashcards.

Vocabulary Notebook: Have students record the WORDS TO KNOW they didn't know, including the target vowel sound and a description (e.g., first-language translation, definition, illustration, etc.). Here is an example of an entry in a Spanish-speaking student's vocabulary notebook.

WORDS TO KNOW	VOWEL SOUND	MEANING
apple	a in cat	 manzana

Flashcards: On one side, students should write the WORD TO KNOW. On the other side, they should record the target vowel sound and a description. Here is an example of a Spanish-speaking student's flashcard.

(front)	(back)
apple	Vowel sound: a in cat
	Description: 

Practice: Explain to the class that in order to really learn new vocabulary words, they need repeated exposure to and practice with them. Here are some ways to encourage this.

- Give students one minute to review the complete list of vocabulary words from the unit. Then have them close their books and give them three minutes to write as many of the words as they can remember.

- Have students work with a partner and assign each one half of the words. One partner keeps the book open and chooses a word at random then reads it aloud for their partner to try and spell.
- Give half of the class vocabulary words and the other half of the class a picture or drawing representing that word on small pieces of paper (one per student). Students mingle to find the correct pairing. After they check with the teacher, they write a sentence using the vocabulary word. For an added challenge, tell them to use the grammar focus of the unit, such as the simple past or compound sentences.
- **SPELLING BEE:** Have students stand and form a line in the front of the room. Students will take turns spelling a word aloud after you say it to them. If needed, use the word in a sentence. If they spell the word correctly, they remain standing. If they make a mistake, they sit down. The winner is the last student to remain standing.
- **BINGO:** Have students draw a five-by-five table in their notebooks. Write 25 vocabulary words on the board. Direct students to write one word in each box of their table in any order they want. Then call out words, one at a time, in random order. The first student to get five words in a row (vertically, horizontally, or diagonally) calls BINGO! For an extra challenge, ask the students to spell the five words without looking.
- **SPIN-A-SENTENCE:** Have students work individually, or in pairs/small groups, to write sentences about an image in the unit using as many WORDS TO KNOW as they can. Spelling counts. Set a time limit. The winning student or pair/small group is the one that used the most words correctly.
- **TIC-TAC-TOE:** Draw a three-by-three grid on the board, and number each square 1-9. The numbers correspond to nine WORDS TO KNOW that you have chosen to review and numbered. Divide students into two teams, Team X and Team O, and pick one to go first. The first team picks a square, and you tell them the word it corresponds to. As a group, they must spell the word correctly. If their spelling is correct, they get to mark the box with their letter (X or O), and then the other team gets a turn. If their use is incorrect, they do not get to mark the box, and the turn moves to the other team. The first group to get three Xs or three Os in a row (vertically, horizontally, or diagonally) wins the game.

MATCHING

- Read, or have a student read, the directions.
- Have students complete the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.

SPELLING WORDS

- Read, or have a student read, the directions.
- Ask students to recall the different spelling groups for the targeted vowel sound.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.
- Note: Accept alternate answers that reflect the target vowel sound and various spelling groups from the unit.

SCRAMBLED LETTERS

- Read, or have a student read, the directions.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- If students have difficulty unscrambling some words, offer the first and/or last letters as a clue.
- Note: Accept alternate answers that reflect the target vowel sound and various spelling groups from the unit.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.

SPELLING PRACTICE

- Read, or have a student read, the directions.
- Have students write the words they heard on the board or spell them orally to check their answers.
- After checking the answers, say each word and have students repeat it.
- Note: accept homonyms that reflect the various spelling groups from the unit.

WHICH SPELLING IS CORRECT?

- Read, or have a student read, the directions.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.
- Point out helpful spelling patterns with consonants, such as the use of a double consonant or *gh* for /f/.

CUMULATIVE SPELLING REVIEW

- Read, or have a student read, the directions.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.
- Point out helpful spelling patterns with consonants, such as the use of a double consonant or *gh* for /f/.

BUILDING BETTER SENTENCES WITH VOCABULARY

This part consists of activities that provide sentence-level practice for students. These include **SCRAMBLED SENTENCES, FINDING AND CORRECTING MISTAKES,** and **WRITING SENTENCES WITH VOCABULARY IN CONTEXT.**

TIPS

SCRAMBLED SENTENCES

- Read, or have a student read, the directions and go over any examples.
- Go over any unfamiliar vocabulary.
- If necessary, do one item together as a class.
- Encourage students to find the basic sentence structure first (i.e., subject + verb + object) before figuring out where everything else goes.
- Make sure students write out the words in the correct sentence order on the line (rather than just numbering the scrambled words), and remind them to use proper capitalization and punctuation.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- Note: There may be more than one possible answer to some items.

FINDING AND CORRECTING MISTAKES

- Read, or have a student read, the directions.
- Go over any unfamiliar vocabulary.
- Tell students to look for errors in the grammar focus of the unit, as well as errors in spelling, punctuation, capitalization, word order, word form, missing/extra words, and subject-verb agreement.
- If necessary, do one item together as a class.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- See the unit-by-unit teacher's notes for any specific teaching information.

WRITING SENTENCES WITH VOCABULARY IN CONTEXT

- Read, or have a student read, the directions.
- Go over any unfamiliar vocabulary.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.
- For extra practice, have students write an original sentence for each of the words in the box, or for ten different WORDS TO KNOW.

WRITING

This part scaffolds the writing process for students. They start by **COMPLETING A PARAGRAPH** with words from a box and then follow steps to change and rewrite the paragraph in the **GUIDED WRITING** activity. This activity often practices the grammar from the unit. In **WRITING SENTENCES OR A PARAGRAPH**, students are prompted to write an original piece, using the two previous activities as models. The unit-by-unit teacher's notes have specific ideas on how to help students brainstorm ideas and begin their writing.

TIPS

COMPLETING A PARAGRAPH

- Read, or have a student read, the directions.
- Go over any unfamiliar vocabulary.
- Help students to identify the meaning and parts of speech of the words in the box and the parts of speech of the words needed to fill in the blanks, or encourage them to do this on their own.
- Have students do the activity individually in their books and share their answers in pairs or small groups before going over them as a class. Be sure to check for correct capitalization and punctuation, too.
- For variation, have volunteers come to the board and complete the activity on the classroom presentation tool.

GUIDED WRITING

- Read, or have a student read, the directions.
- If necessary, make the first change or two together.
- Remind students to use correct capitalization and punctuation.
- Have students do the activity individually in their books and share their paragraphs in pairs or small groups before going over them as a class.

WRITING

- Read, or have a student read, the directions, and make sure students understand the task.
- Remind students that they can use the previous two activities as models, using the same sentence frames and changing information to express their own ideas.
- See the unit-by-unit teacher's notes for specific ideas to help students brainstorm ideas and organize their writing.
- After students finish their writing, have them exchange papers with a classmate to do peer editing. See the *Writer's Handbook* for a Peer Editing Form students can use.

Teaching a Unit of *Great Writing*

UNIT OPENER

Each unit begins with a thought-provoking **PHOTO** to capture students' attention and arouse curiosity. It is accompanied by a **FREWRITE** activity that gives them an opportunity to write freely about a topic pertinent to the unit and photo. The unit opener also presents the measurable **OBJECTIVES** of the unit.

TIPS

Read, or have a student read, the **OBJECTIVES**. Ask students to rate themselves on these objectives before they start the unit. Use the following scale:

- 1 = Not at all
- 2 = Somewhat
- 3 = Well
- 4 = Very well

Have students rate themselves again at the end of the unit to evaluate their own learning.

Ask questions about the photo and caption.

- What is this a photo of?
- How does it make you feel?
- What interests you? Why?
- What do you think the photographer was trying to capture in the photo?
- Do you like the photo? Why or why not?
- What does the caption say?
- How does it help you understand the photo?

Read, or have a student read, the **FREWRITE** prompt. Have students discuss their answers with a partner before writing.

Each unit features four parts: Elements of Great Writing, Building Better Vocabulary, Building Better Sentences, and Writing. The unit concludes with a Test Taking Tip and prompt.

ELEMENTS OF GREAT WRITING

This part provides instruction on the fundamentals of writing, including **GRAMMAR**, and is the longest part of the unit. The unit-by-unit teacher's notes have specific information on how to present the information, as well as expansion ideas.

WORDS TO KNOW boxes accompany the model essays where the vocabulary words appear. These boxes include parts of speech and definitions. **WORDS TO KNOW** have been carefully selected based on the Common European Framework of Reference for Languages (CEFR) levels and appearance on the Academic Word List (Coxhead, 2000) and the New Academic Word List (Browne, C., Culligan, B. & Phillips, J., 2013).

ACTIVITIES range from controlled practice to independent writing.

Following are some tips for how to teach the **WORDS TO KNOW** and do the **ACTIVITIES** in class.

TIPS

WORDS TO KNOW

- Teach the vocabulary words before reading the essay they accompany. Ask questions to elicit what words students already know. Use synonyms, examples, sentence stems, anecdotes, etc. in your questions. For example, to elicit the word *attend*, ask students, "What is another way to say *go to class*?" or say, "I ... classes at a community college. What's the word I'm missing?" After eliciting or saying the word, go over the definition in the box. Teach the words in the box out of order so that students cannot simply read ahead to guess the next word. After going over all of the words, ask comprehension check questions to review. For example, ask, "What types of things do people *attend*?" (*meetings, classes, etc.*)
- Have students keep a vocabulary notebook in which they record the **WORDS TO KNOW**, including definitions, sample sentences (possibly taken from the model paragraph or essay it accompanies), and any other important information (i.e., first-language translation, synonyms, antonyms, and collocations). Here is an example of an entry in a Spanish speaker's vocabulary notebook.

WORDS TO KNOW	DEFINITION	SAMPLE SENTENCE	OTHER INFO
Attend (v)	To go to a meeting, class, and so on	Caroline <u>attends</u> classes at Jefferson Community College.	Translation: asistir

- Have students make flashcards. On one side, they should write the word. On the other side, they should draw a four-square grid and distribute the following information into the squares: definition, first-language translation, sample sentence, synonyms. Here is an example of a Spanish speaker's flashcards. (Ready-made flash cards with the words and their definitions are available on the Online Workbook.)

	(front)	(back)
Attend	To go to a meeting, class, and so on	Asistir
	Caroline <u>attends</u> classes at Jefferson Community College.	Synonym: go to

Encourage students to study the connotations, word forms, and spelling of the **WORDS TO KNOW**, too.

ACTIVITIES

- Read, or have a student read, the directions and go over any examples.
- If necessary, do one item together as a class.
- Have students do the activity individually, unless otherwise noted.
- Have students share their answers in pairs or small groups before going over them as a class.
- See the unit-by-unit teacher's notes for any specific teaching information.

BUILDING BETTER VOCABULARY

In this part, students use **WORD ASSOCIATIONS**, **COLLOCATIONS**, **WORD FORMS**, and **VOCABULARY IN WRITING** activities to practice the **WORDS TO KNOW** from the unit. Following are some tips for how to review the vocabulary and do each of these activities in class.

TIPS

WORDS TO KNOW

The final WORDS TO KNOW box in the unit compiles the vocabulary from the unit and tags academic words. Explain to the class that in order to really learn new vocabulary words, they need repeated exposure to and practice with them. Here are some ways to get students using the WORDS TO KNOW.

- Give students one minute to review the complete list of vocabulary words from the unit. Then have them close their books and give them three minutes to write as many of the words as they can remember.
- Have students work with a partner and assign each one half of the words. They must tell their partner what each word means, and their partner will check the definitions provided in the book to say whether they are correct or not.
- Alternatively, have students work with a partner and assign the individual WORDS TO KNOW boxes to each student. One student goes first and reads the definitions of the words in his or her boxes while the other partner guesses the words.
- Match and Write: Give half of the class vocabulary words and the other half of the class the definitions to those words on small pieces of paper (one per student). Students mingle to find the correct pairing. After they check in with the teacher, they write a sentence using their vocabulary word. For an added challenge, set a rule such as compound sentences only. Then go over all of the sentences together as a class.
- Write three or four scrambled vocabulary words on the board (with the first and last letter in their proper positions for added support). Students unscramble the letters with their books closed and then write a sentence for each word. Have students share their work with a partner before asking for volunteers to read their sentences aloud to the class.

- BINGO: Have students draw a three-by-three table in their notebooks. While they do this, write nine vocabulary words on the board. Direct students to write one word in each box of their table in any order they want. Then call out the definitions of the words in random order. The first student to get three words in a row (vertically, horizontally, or diagonally) calls BINGO! For an extra challenge, ask the students to use the three words accurately in sentences.
- Spin a Story: Have students work individually, or in pairs/small groups, to write about an image in the unit using as many WORDS TO KNOW as they can. For this activity, the students should pay particular attention to meaning and use. Set a time limit. The winning student or pair/small group is the one that used the most words correctly.
- Tic-Tac-Toe: Draw a three-by-three grid on the board and number each square 1–9. The numbers correspond to nine WORDS TO KNOW that you have chosen to review and numbered. Divide the students into two teams, Team X and Team O, and pick one team to go first. The first team picks a number, and you tell them the word it corresponds to. As a group, they must come up with a sentence in which the word is used correctly. If their use is correct, they get to mark the box with their letter (X or O), and then the other team gets a turn. If their use is incorrect, they do not get to mark the box, and the turn moves to the other team. The first group to get three Xs or three Os in a row (vertically, horizontally, or diagonally) wins the game. You may choose to have the students spell the words in this game, too.

WORD ASSOCIATIONS

Explain to the class that when people make word associations, they connect the meaning of different words. An association is often a synonym or antonym, but it can also be a person, place, or thing that a word makes people think of. For example, when we hear the word *summer*, we might think of *beach* or *hot* or *vacation*. These are word associations. Associating the unit vocabulary with other words is one way to help students remember the meaning of the unit vocabulary.

- Read, or have a student read, the directions and do the first item together if necessary.
- Go over any potentially difficult vocabulary.
- Have students complete the activity individually.
- Have students compare their answers with a partner or small group before going over them as a class.
- After, have students discuss what other associations they can make with the words. Do they have an association they think is stronger or more helpful for remembering the meaning of a vocabulary word?
- For variation, have students cover the answer choices and come up with an association of their own for each vocabulary word first. They should write their associations to the left of the words. Then have them complete the activity and see how their own associations compare.
- For extra practice, have students make word associations with the unit vocabulary not covered in the activity. Give them 30 seconds to make as many associations they can for each word. Then compare associations in pairs, small groups, or as a class.

COLLOCATIONS

Explain to the class that *collocations* are words that are generally used together. For example, *blonde* collocates with *hair* whereas *tan* does not. *Impact* collocates with *make* or *have* but not *do*. When learning to use new vocabulary, it is helpful to also learn what other words they are generally used with.

- Read, or have a student read, the directions and do the first item together if necessary.
- Go over any potentially difficult vocabulary.
- Have students complete the activity individually.
- Have students compare their answers with a partner or small group before going over them as a class. Discuss in what situations they might use the collocations.
- For extra practice with collocations, have students work in pairs or small groups to use a concordancer, such as *lexitutor* (<https://www.lexitutor.ca/conc/>) or the *Corpus of Contemporary American English* (<https://corpus.byu.edu/coca/>), to discover other collocations for the unit vocabulary. You may need to show them how these concordancers work first. Students can be tasked to find at least one other collocation for the words targeted in the activity, or to find at least one collocation for each word not covered in the activity. These tasks could also be assigned as homework.

WORD FORMS

Explain to the class that they can expand their vocabulary by learning the various word forms of the unit vocabulary, including the noun, verb, adjective, and adverb forms. While the meanings of the various word forms differ slightly, they are all usually related. Point out that knowing the different forms of a word is essential for writing correctly.

- Read, or have a student read, the directions and do the first item together if necessary.
- Go over any potentially difficult vocabulary.
- Have students complete the activity individually.
- Have students compare their answers with a partner or small group before going over them as a class.
- For extra practice, have students write sentences with the word forms that were left over in the chart.
- For more extensive extra practice, have students work in pairs to create a chart like the one in the activity for five other preselected vocabulary words. (To avoid issues with students using obscure forms of the vocabulary words, choose adjectives and adverbs from the Words to Know box first.) For each word, they write the word form used in the unit plus any other word forms (i.e., noun, verb, adjective, adverb) and two sentences with blanks where the missing word forms should go. Then they can switch papers with another pair and complete the sentences.

VOCABULARY IN WRITING

Explain to the class that using the unit vocabulary words in original sentences deepens their understanding of the meaning and use of these words. Original writing can confirm when they are using the unit vocabulary correctly, and also indicate errors in usage that can then be pointed out and corrected.

- Read, or have a student read, the directions and do the first item together if necessary.
- Have students complete the activity individually.
- For an added challenge, have students use grammar and/or collocations from the unit in their sentences.
- Have students compare their answers with a partner or small group before going over them as a class. As you go over the students' sentences, check for correct meaning and use of the WORDS TO KNOW first, followed by correct grammar, punctuation, and spelling.
- For variation, choose, or have students choose, which words to write sentences with.
- For extra practice, have students write a complete sentence for each of the remaining words in the WORDS TO KNOW box. This task could also be assigned as homework.

BUILDING BETTER SENTENCES

This part consists of activities that provide sentence-level practice for students. It may include an **EDITING** and/or **COMBINING SENTENCES** activity, or unscrambling words to make sentences, or writing sentences.

EDITING

- Read, or have a student read, the directions and go over any examples.
- If the errors are not indicated, remind students that they should look for errors in word order, word form, missing/extra words, subject-noun agreement, spelling, and punctuation.
- If necessary, do one item together as a class.
- Have students do the activity individually, unless otherwise noted.
- Have students share their answers in pairs or small groups before going over them as a class.
- See the unit-by-unit teacher's notes for any specific teaching information or expansion ideas.

SCRAMBLED SENTENCES

- Read, or have a student read, the directions and go over any examples.
- Encourage students to think about what the very basic sentence would be first (subject + verb + object) before adding other information to it in the correct places.
- If necessary, do one item together as a class.
- Have students do the activity individually, unless otherwise noted.
- Have students share their answers in pairs or small groups before going over them as a class.
- See the unit-by-unit teacher's notes for any specific teaching information or expansion ideas.

WRITING SENTENCES

- Read, or have a student read, the directions and go over any examples.
- Encourage students to use the grammar and mechanics they learned in the unit if it is relevant. Or encourage them to use a grammar or mechanics point they learned in a previous unit.
- If necessary, do one item together as a class.
- Have students do the activity individually, unless otherwise noted.
- Have students share their answers in pairs or small groups before going over them as a class.
- See the unit-by-unit teacher's notes for any specific teaching information or expansion ideas.

COMBINING SENTENCES

See Unit 1 of the student book for a detailed explanation of this activity.

- Read, or have a student read, the directions and go over any examples.
- If necessary, have students circle the information they think is important in the sentences before they try combining them.
- If necessary, do one item together as a class.
- Have students do the activity individually.
- Have students share their answers in pairs or small groups before going over them as a class.
- Before or as you review answers for each item, ask students which words they think are the most important.
- As you go over the answers, show students a version of the final combination (such as from the answer key) and ask if anyone had a different answer. Highlight that this is the creative part of writing, and that there can be more than one correct answer. (See the unit-by-unit teaching notes for specific teaching information.)

WRITING

In this part, students have a chance to apply the fundamentals of writing, including grammar and mechanics, that they learned earlier in the unit and from previous units to an original piece of writing. They work through a series of scaffolded activities, including **PEER EDITING**.

PEER EDITING FORMS provide both a structured way for students to review and comment on their classmates' writing, as well as a checklist against which they can review their own work.

Five **ADDITIONAL TOPICS FOR WRITING** are available for students who want or need extra writing practice in each unit. The topics were selected based on their pertinence to the unit and level of interest.

A **TEST PREP** section rounds out this part. It provides students with a writing prompt that is similar in format to an IELTS® or TOEFL® prompt, as well as with a tip for doing timed writing.

For the **ACTIVITIES** in this part, follow the tips given in the **ELEMENTS OF GREAT WRITING** section of this overview. See the unit-by-unit teacher's notes for specific teaching information, as well as expansion ideas.