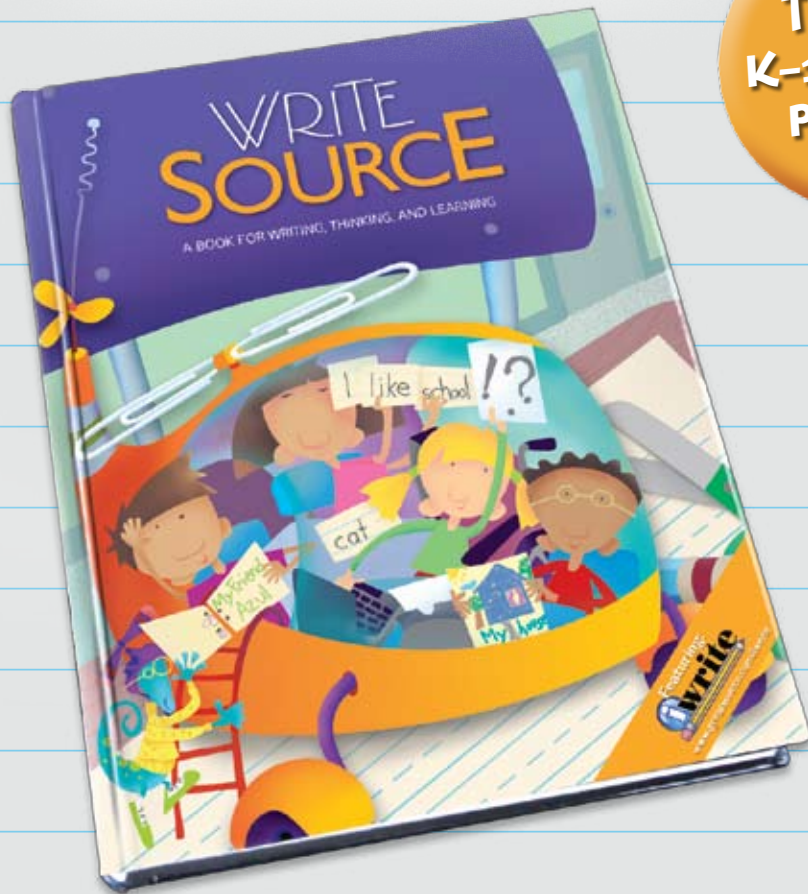


Connecting Writing to Literature

The Only
K-12 Writing
Program!



Great 
SOURCE®

How should I use this booklet?

Use this booklet to connect *Write Source* with your reading program. This booklet shows how *Write Source*

- helps students write the authentic forms they are reading,
- uses mentor texts to teach writing traits and skills, and
- promotes thoughtful responses to literature.

See pages 4 and 5 of this booklet for a complete explanation.

What reading programs does *Write Source 1* connect with?

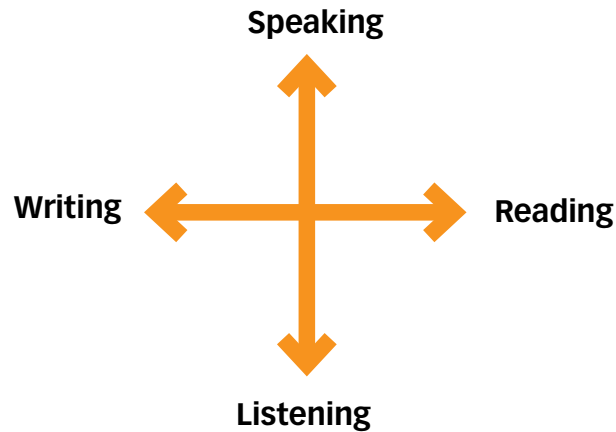
This booklet connects *Write Source 1* with the following major reading programs:

- Houghton Mifflin *Reading* 6–11
- Harcourt *StoryTown* 12–17
- Scott Foresman *Reading Street* 18–23
- Macmillan *Treasures* 24–29

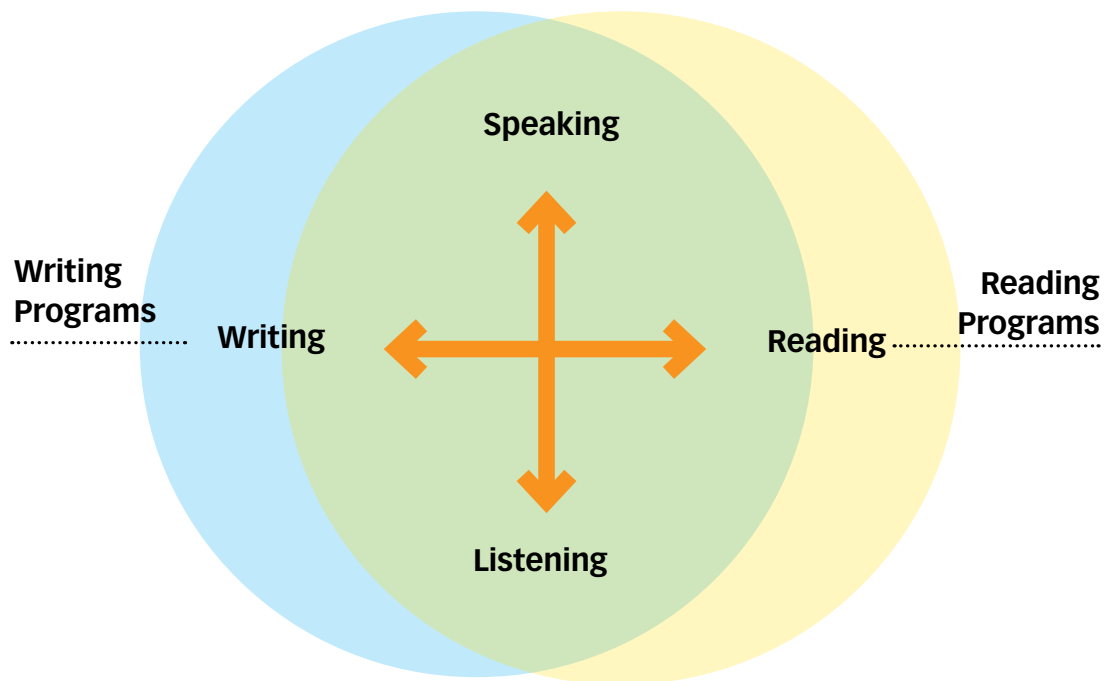


Why do I need both programs?

According to pioneering researcher James Moffett, language arts instruction addresses four discrete skills: speaking, listening, writing, and reading.



Though some reading texts claim to integrate all the language arts, no single program can fully cover each area. The integration of writing within a reading program is especially difficult.



As a result, language arts teachers need a writing program that works with any reading program.

How does *Write Source* work with my reading program?

Write Source provides the process of writing, and your reading program provides the product—literature.

First *Write Source* awakens a love of writing through **student-centered instruction**. By allowing students to select and explore their own high-interest topics, *Write Source* helps them identify themselves as writers and equips them to write about literature and any other subject.

Then *Write Source* connects to your reading program in three powerful ways:

1 Creating Authentic Forms


Write Source helps students create the types of writing they are reading in your literature series. For example, after reading a biographical narrative, you can use *Write Source* to lead students through the process of writing their own biographical narratives. See the charts marked 1 for these connections.



86

Narrative Paragraph

Kim wrote more sentences about the special time with her grandma. Then she put her sentences together to form a paragraph.



Noodles

One day, I had lunch with Grandma. We made noodles. I put some noodles in the soup. Then I ate them. I like cooking with Grandma.

2 Using Mentor Texts

Your literature series provides excellent professional samples that demonstrate the writing traits, concepts, and skills you are teaching in *Write Source*. For example, when teaching about using time-order words, you can introduce excerpts from short stories that use this technique. See the charts marked 2 for these connections.

Narrative Paragraph 95

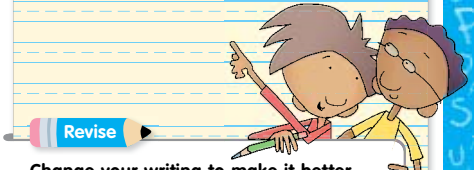
Miguel's Revising Organization

One day, I lost ^{Azul is my pet lizard.} Azul at school. [^]

I opened my backpack.

^{Then} Azul [^]jump out.

I looked and looked
he was on my teacher's desk!



Revise

Change your writing to make it better.

1. **Read** your writing to a partner.
2. **Talk** about your story.
3. **Change** your writing to make it better.

3 Responding to Literature

Write Source teaches how to write a response to literature, and your literature program provides the literature to respond to. For example, you can use *Write Source* to help students learn how to review stories, and then use your literature series to provide selections to review. See the charts marked 3 for these connections.

142

Reviewing a Fiction Book

Books that tell make-believe stories are called **fiction** books.

Bay writes a book review.

Bay likes to read make-believe stories. He wrote a book review about *The Mysterious Tadpole* by Steven Kellogg.

Remember these points when you write a fiction book review.

The **Beginning** names the title and the author.

The **Middle** tells what the book is about and gives the main problem.

The **Ending** tells why you like the book.

Connecting to Houghton Mifflin Reading

1 **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	Houghton Mifflin <i>Reading 1.1</i>	Houghton Mifflin <i>Reading 1.2</i>
Narrative Start-Up 84–86	“A Party for Bob” 113–129	“Ha! Ha! Ha!” 42–45 “Ham and Eggs” 47–53
Narrative Paragraph 86–101		“Fluff Is Missing!” 115–121
Letters 102		“Two Best Friends” 173
Expository Start-Up 108–109	“Shapes Are Everywhere” 132–135	“Animals in the Cold” 13–19 “Seasons” 21–39
Expository Paragraphs 110–125	“Pet Cats and Big Cats” 34–37	“Making Ice Cream” 74–77 “At the Aquarium” 87–103 “How Mail Gets to You” 178–181 “Daycare for Dogs” 212–215
Descriptive Paragraphs 64–77	“Woodland Animals” 164–167 “Insects” 196–199	“At the Aquarium” 87–103
Stories 162–169	“On the Go!” 13–19 “Mac the Cat” 21–31 “Cam and Pat” 37–45 “A Day at School” 47–63 “Pigs in a Rig” 79–95 “The Bunnies and the Fox” 145–161 “Quit It, Bug!” 169–175	“Miss Jill’s Ice-Cream Shop” 55–71 “Go Away, Otto” 123–141 “Two Best Friends” 157–175
Poems 170–179	“School” 66 “I Can” 67 “My Teacher” 68 “Muddy Recess” 69	

Connecting to Houghton Mifflin Reading *(continued)*

1 **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source Level 1</i>	<i>Houghton Mifflin Reading 1.3</i>	<i>Houghton Mifflin Reading 1.4</i>	<i>Houghton Mifflin Reading 1.5</i>
Narrative Start-Up 84–86	“Where in the World?” 52–53 “A Visit to the Rain Forest” 190–191	“Our Pet Toad” 14–15 “A Bear Book” 44–45	“My Granddaddy” 14–15 “A New Family” 50–51
Narrative Paragraph 86–101	“The Lost Turtle” 50–51	“Lost!” 47–69 “Butterfly” 161–177	“When I Am Old with You” 16–41 “We Can Do It!” 139
Letters 102			“A Friendly Letter” 48–49
Expository Start-Up 108–109	“A Home in a Shell” 14–15 “Children of the World” 82–85 “How to Make a Kite” 106–109	“Build a House” 76–77	
Expository Paragraphs 110–125	“Hermit Crabs” 46–49 “What Is a Desert?” 156–169	“On the Move” 72–75 “Saving the Earth” 152–155 “Ladybug” 156–157 “Life Cycle of an Apple” 210–213	“Inventions Then and Now” 44–47 “Watch Them Grow” 112–115 “How to Make a Bed” 173
Descriptive Paragraphs 64–77	“Fishing with My Dad” 160–161 “Animals Big and Small” 186–189		“A Jar of Fireflies” 175
Stories 162–169	“Moving Day” 17–42 “Me on the Map” 55–79 “The Kite” 88–101 “The Sleeping Pig” 133–152	“That Toad Is Mine” 17–37 “Ricardo Decides” 42–43 “Lost!” 47–69 “If You Give a Pig a Pancake” 79–103 “Johnny Appleseed” 184–206	“When I Am Old with You” 16–41 “The New Friend” 53–71 “The Surprise Family” 78–108 “Sister Hen’s Cool Drink” 120–127 “What Is in Mole’s Sack?” 128–135 “Two Greedy Bears” 143–164 “Fireflies for Nathan” 176–199 “Days with Frog and Toad” 209–219
Poems 170–179	“Turtle, Turtle” 114 “Quack, Quack!” 117 “Morning Sun” 118 “Sol Matutino” 119 “The Chipmunk” 121 “The Snake” 218 “The Toucan” 219	“Hug o’ War” 40 “Sharing” 41 “Earth” 181	“Home” 74 “Hope” 75

Connecting to Houghton Mifflin Reading *(continued)*

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source</i> Level 1	Houghton Mifflin <i>Reading 1.1</i>	Houghton Mifflin <i>Reading 1.2</i>
Ideas 28, 30, 242–247	“Pet Cats and Big Cats” 34–37	“Seasons” 21–39 “The Trip” 79–85 “Helping at Home” 144–147
Organization 28, 31, 248–253	“My Teacher” 68 “Woodland Animals” 164–167	“Miss Jill’s Ice-Cream Shop” 55–71 “Making Ice Cream” 74–77 “Dog School” 191–209
Voice 28, 32, 254–255	“I Can” 67 “Pigs in a Rig” 79–95	“Ha! Ha! Ha!” 42–45 “Fluff Is Missing!” 115–121
Word Choice 28, 33, 256–259	“On the Go!” 13–19 “Mac the Cat” 21–31 “Cam and Pat” 37–45 “Muddy Recess” 69	“Dog School” 191–209
Sentence Fluency 28, 34, 260–261	“Pet Cats and Big Cats” 34–37 “A Day at School” 47–63 “The Bunnies and the Fox” 145–161 “Woodland Animals” 164–167 “A Surprise for Zig Bug” 177–193	“Helping at Home” 144–147 “How Mail Gets to You” 178–181
Gathering Details 68–69, 90–91, 114–115, 144–145	“Woodland Animals” 164–167 “Insects” 196–199	“Making Ice Cream” 74–77
Using Sensory Details 68–73, 250		“Animals in the Cold” 13–19 “Seasons” 21–39

Connecting to Houghton Mifflin Reading *(continued)*

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source Level 1</i>	<i>Houghton Mifflin Reading 1.3</i>	<i>Houghton Mifflin Reading 1.4</i>	<i>Houghton Mifflin Reading 1.5</i>
Ideas 28, 30, 242–247	“Children of the World” 82–85 “Flying a Kite” 86–87 “Animals Big and Small” 186–189	“On the Move” 72–75 “The Food Groups” 108–109 “A Trip to the Forest” 132–133	“How to Make a Bed” 173
Organization 28, 31, 248–253	“The Lost Turtle” 50–51 “Me on the Map” 55–79 “The Kite” 88–101 “The Chipmunk” 121 “Red-Eyed Tree Frog” 192–214	“That Toad Is Mine” 17–37 “The Forest” 135–149 “Saving the Earth” 152–155 “Ladybug” 156–157	“Inventions Then and Now” 44–47 “The Surprise Family” 78–108 “Watch Them Grow” 112–115 “How to Make a Bed” 173
Voice 28, 32, 254–255	“Hermit Crabs” 46–49 “The Lost Turtle” 50–51 “EEK!” 164–182	“The Lion and the Mouse” 114–127 “Butterfly” 161–177 “Johnny Appleseed” 184–206	“Hope” 75 “How to Make a Bed” 173
Word Choice 28, 33, 256–259	“Moving Day” 17–42 “Me on the Map” 55–79 “Turtle, Turtle” 114 “A Little Egg” 123	“That Toad Is Mine” 17–37 “Hug O’ War” 40 “Sharing” 41	“Home” 74 “Thirsty Bears” 140–141 “The Firefly” 205
Sentence Fluency 28, 34, 260–261	“Moving Day” 17–42 “The Lost Turtle” 50–51	“Ricardo Decides” 42–43 “Lost!” 47–69	“When I Am Old with You” 16–41 “Sister Hen’s Cool Drink” 120–127 “Two Greedy Bears” 143–164
Gathering Details 68–69, 90–91, 114–115, 144–145	“Hermit Crabs” 46–49 “Fishing with My Dad” 160–161 “Animals Big and Small” 186–189	“On the Move” 72–75 “The Forest” 135–149	“Inventions Then and Now” 44–47 “The New Friend” 53–71 “Is It a Frog or a Toad?” 222
Using Sensory Details 68–73, 250		“What Could It Be?” 158–159	“The Surprise Family” 78–108

Connecting to Houghton Mifflin Reading *(continued)*

3 Responding to Literature: Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Houghton Mifflin <i>Reading 1.1</i>	Houghton Mifflin <i>Reading 1.2</i>
Reading Journal 242	“On the Go!” 13–19 “Cam and Pat” 37–45 “A Lot! A Lot!” 105–111 “Quit It, Bug!” 169–175	“Dad’s Big Plan” 183–189
Paragraph Responses 143–159	“A Day at School” 47–63 “Val Can Help” 137–143	“Seasons” 21–39 “Making Ice Cream” 74–77
Reviews of Fiction 142–149	“Pigs in a Rig” 79–95 “A Party for Bob” 113–129 “The Bunnies and the Fox” 145–161 “A Surprise for Zig Bug” 177–193	“Miss Jill’s Ice-Cream Shop” 55–71 “Go Away, Otto” 123–141 “Two Best Friends” 157–175 “Dog School” 191–209
Reviews of Nonfiction 150–157	“Pet Cats and Big Cats” 34–37 “Shapes Are Everywhere” 132–135 “Woodland Animals” 164–167 “Insects” 196–199	“At the Aquarium” 87–103 “How Mail Gets to You” 178–181 “Daycare for Dogs” 212–215
Responses to Poems 158–159	“School” 66 “I Can” 67 “My Teacher” 68 “Muddy Recess” 69	

Connecting to Houghton Mifflin Reading *(continued)*

3 Responding to Literature: Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Houghton Mifflin <i>Reading 1.3</i>	Houghton Mifflin <i>Reading 1.4</i>	Houghton Mifflin <i>Reading 1.5</i>
Reading Journal 242	“Moving Day” 17–42	“The Lion and the Mouse” 114–127 “Saving the Earth” 152–155 “Butterfly” 161–177	“Sister Hen’s Cool Drink” 120–127 “Fireflies for Nathan” 176–199
Paragraph Responses 143–159	“Me on the Map” 55–79	“Lost!” 47–69	“The Surprise Family” 78–108 “Two Greedy Bears” 143–164 “Days with Frog and Toad” 209–219
Reviews of Fiction 142–149	“The Kite” 88–101 “The Sleeping Pig” 133–152 “EEK!” 164–182	“That Toad Is Mine” 17–37 “Johnny Appleseed” 184– 206	“When I Am Old with You” 16–41 “The New Friend” 53–71 “What Is in Mole’s Sack?” 128–135
Reviews of Nonfiction 150–157	“Hermit Crabs” 46–49 “Children of the World” 82–85 “What Is a Desert?” 156– 169 “Animals Big and Small” 186–189 “Red-Eyed Tree Frog” 192–214	“On the Move” 72–75 “If You Give a Pig a Pancake” 79–103 “The Forest” 135–149 “Ladybug” 156–157 “Life Cycle of an Apple” 210–213	“Inventions Then and Now” 44–47 “Watch Them Grow” 112–115
Responses to Poems 158–159	“Turtle, Turtle” 114 “Quack, Quack!” 117 “Morning Sun” 118 “Sol Matutino” 119 “The Chipmunk” 121 “The Snake” 218 “The Toucan” 219	“Hug O’ War” 40 “Sharing” 41 “Earth” 181	“Home” 74 “Hope” 75 “The Firefly” 205
Peer Responding 26–27	“The Lost Turtle” 50–51 “A Little Egg” 123 “Fishing with My Dad” 160–161	“Ricardo Decides” 42–43 “Ladybug” 156–157	“How to Make a Bed” 173

Connecting to Harcourt *StoryTown*

- 1** **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	Harcourt <i>StoryTown</i> 1.1, 1.2	Harcourt <i>StoryTown</i> 1.3
Narrative Start-Up 84–86	“Let’s Tap!” 29–39 “Sad, Sad Dan” 50–57	
Narrative Paragraph 86–101		
Expository Start-Up 108–109	“People Movers” 76–77 “Trees Help” 182–183 “All on the Map” 201–215	“Plants Can’t Jump” 106–125 “Words to Know” 145 “Now You Know About Soccer” 164–165
Expository Paragraphs 110–125		“Land of Ice” 183–201 “Gold and Money” 244–245
Stories 162–169		“Beth’s Job” 67 “Soccer Song” 147–160 “Sid Scores” 170–177 “Fox and His Big Wish” 210–217 “King Midas and His Gold” 223–240
Poems 170–179	“Wag, Hop, Hide!” 42–43 “Trailer Truck” 108 “Roads” 219	“Cornfield Leaves” 129 “My Father’s Feet” 205

Connecting to Harcourt *StoryTown*

1 **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	Harcourt <i>StoryTown</i> 1.4	Harcourt <i>StoryTown</i> 1.5	Harcourt <i>StoryTown</i> 1.6
Narrative Paragraph 86–101	“Small Egg” 27 “A Butterfly Grows” 29–43	“Hamsters” 111 “The City” 195 “On Saturday” 197–210 “The Visitor” 231	“Polar Bear” 27 “The Painting Contest” 54 “Fellini the Fur Seal” 134–135 “Field Trip” 151 “At the Crayon Factory” 153–168
Expository Start-Up 108–109	“Putting on a Play” 88–89		
Expository Paragraphs 110–125	“Good Friends” 160–161 “Can Elephants Paint?” 179–197 “An Elephant’s Three T’s” 200–201 “The Snowflake Man” 240–241	“Grow, Apples, Grow!” 50–51 “Kids Play!” 60–67 “Animal Homes” 71 “Ways People Live” 72–91 “Make Some Music” 254– 255	“Amazing Animals” 29–46 “Traveling Through Time” 90–91 “Shape the Seashore” 210–211
Descriptive Paragraphs 64–77		“My Favorite Apples” 54	“A Day at the Beach” 107
Stories 162–169	“Rich Gets Big” 16–23 “Ann’s Trip to the Stars” 54–61 “Mark’s Big Day” 67–84 “A Perfect Lunch” 130–137 “One More Friend” 143–156	“Little Rabbit’s Tale” 29–46 “The Missing Cake” 101– 107 “Flake, the Missing Hamster” 112–130 “We’re Going on a Picnic” 153–174 “Hang on Rose” 184–191	“Blast Off!” 73–87 “Ebb and Flo” 108–131 “Patty’s Family Sketches” 140–147 “Sand Castle” 189–207 “The Banjo Trick” 216– 223 “Frog and Todd Together” 229–247
Poems 170–179	“Caterpillars” 46	“Houses” 95	“The Little Turtle” 51 “August Afternoon” 251

Connecting to Harcourt *StoryTown* *(continued)*

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source</i> Level 1	Harcourt <i>StoryTown</i> 1.1, 1.2	Harcourt <i>StoryTown</i> 1.3
Ideas 28, 30, 242–247	“Big Rigs” 95–105 “Jobs” 152–159	“Now You Know About Soccer” 164–165
Organization 28, 31, 248–253		“A Nut Falls” 95–101 “King Midas and His Gold” 223–240
Voice 28, 32, 254–255	“Roads” 219	“My Father’s Feet” 205
Word Choice 28, 33, 256–259	“Wag, Hop, Hide!” 42–43 “Trailer Truck” 108 “A Tall, Tall Wall” 188–195	“Cornfield Leaves” 129 “My Father’s Feet” 205
Sentence Fluency 28, 34, 260–261		“Sid Scores” 170–177 “Land of Ice” 183–201 “King Midas and His Gold” 223–240
Gathering Details 68–69, 90–91, 114–115, 144–145		“Land of Ice” 183–201

Connecting to Harcourt StoryTown *(continued)*

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source Level 1</i>	<i>Harcourt StoryTown 1.4</i>	<i>Harcourt StoryTown 1.5</i>	<i>Harcourt StoryTown 1.6</i>
Ideas 28, 30, 242–247	“Putting on a Play” 88–89 “Good Friends” 160–161	“Kids Play!” 60–67 “Ways People Live” 72–91 “Why Pets Are Great” 134–135 “Make Some Music” 254–255	“Amazing Animals” 29–46
Organization 28, 31, 248–253	“Good Friends” 160–161	“Grow, Apples, Grow!” 50–51 “Ways People Live” 72–91	“Amazing Animals” 29–46 “At the Crayon Factory” 153–168 “Shape the Seashore” 210–211
Voice 28, 32, 254–255	“A Butterfly Grows” 29–43 “I Can” 125 “One More Friend” 143–156	“The City” 195 “The Visitor” 231	“The Painting Contest” 54 “Fellini the Fur Seal” 134–135
Word Choice 28, 33, 256–259	“Caterpillars” 46 “I Can” 125 “Jungle Fun” 166–173	“Houses” 95	“The Little Turtle” 51 “August Afternoon” 251
Sentence Fluency 28, 34, 260–261	“A Butterfly Grows” 29–43 “Mark’s Big Day” 67–84	“Grow, Apples, Grow!” 50–51 “Kids Play!” 60–67 “The River City” 214–215	“Duke’s Work” 16–23 “Amazing Animals” 29–46 “Traveling Through Time” 90–91 “At the Crayon Factory” 153–168 “Shape the Seashore” 210–211
Gathering Details 68–69, 90–91, 114–115, 144–145	“A Butterfly Grows” 29–43 “Can Elephants Paint?” 179–197	“My Favorite Apples” 54 “Ways People Live” 72–91 “The River City” 214–215	“Amazing Animals” 29–46 “Fellini the Fur Seal” 134–135 “At the Crayon Factory” 153–168
Using Sensory Details 68–73, 250		“My Favorite Apples” 54 “The City” 195 “On Saturday” 197–210 “The Visitor” 231	“Amazing Animals” 29–46

Connecting to Harcourt *StoryTown* (continued)

- 3 Responding to Literature:** Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Harcourt <i>StoryTown</i> 1.1, 1.2	Harcourt <i>StoryTown</i> 1.3
Reading Journal 242	“Pick a Sack” 116–123 “Get Up, Rick!” 129–143	“Ten Eggs” 16–23 “Frog Gets His Song” 134–141
Paragraph Responses 143–159		“Soccer Song” 147–160 “Fox and His Big Wish” 210–217
Reviews of Fiction 142–149	“Dob and Bob” 165–178	“Little Red Hen Gets Help” 29–42 “Sid Scores” 170–177 “King Midas and His Gold” 223–240
Reviews of Nonfiction 150–157		“Now You Know About Soccer” 164–165 “Land of Ice” 183–201
Responses to Poems 158–159	“Wag, Hop, Hide!” 42–43 “Trailer Truck” 108 “Roads” 219	“Cornfield Leaves” 129 “My Father’s Feet” 205

Connecting to Harcourt StoryTown *(continued)*

- 3 Responding to Literature:** Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Harcourt <i>StoryTown 1.4</i>	Harcourt <i>StoryTown 1.5</i>	Harcourt <i>StoryTown 1.6</i>
Reading Journal 242	“Rich Gets Big” 16–23 “A Quiz for Brent” 94–101 “One More Friend” 143–156 “Shadow in the Snow” 206–213	“Beaver’s Green Treat” 16–23 “Hang on Rose” 184–191 “What Is in the Hedge?” 220–227	“Duke’s Work” 16–23 “Night Flight” 60–67 “What Brad Found” 96–103 “Patty’s Family Sketches” 140–147
Paragraph Responses 143–159	“Mark’s Big Day” 67–84 “Tomás Rivera” 107–120 “Can Elephants Paint?” 179–197	“We’re Going on a Picnic” 153–174 “On Saturday” 197–210	“Frog and Toad Together” 229–247
Reviews of Fiction 142–149	“Ann’s Trip to the Stars” 54–61 “A Perfect Lunch” 130–137 “Snow Surprise” 219–237	“Little Rabbit’s Tale” 29–46 “The Missing Cake” 101– 107	“Blast Off!” 73–87 “Ebb and Flo” 108–131 “Sand Castle” 189–207 “The Banjo Trick” 216–223
Reviews of Nonfiction 150–157	“A Butterfly Grows” 29–43 “Good Friends” 160–161 “The Snowflake Man” 240–241	“Grow, Apples, Grow!” 50–51 “Kids Play!” 60–67 “Ways People Live” 72–91 “The River City” 214–215	“Amazing Animals” 29–46 “Traveling Through Time” 90–91 “Fellini the Fur Seal” 134–135 “At the Crayon Factory” 153–168
Responses to Poems 158–159	“Caterpillars” 46 “I Can” 125	“Houses” 95	“The Little Turtle” 51 “August Afternoon” 251
Peer Responding 26–27		“My Favorite Apples” 54	“The Painting Contest” 54

Connecting to Scott Foresman *Reading Street*

1 **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	Scott Foresman <i>Reading Street 1.1</i>	Scott Foresman <i>Reading Street 1.2</i>	Scott Foresman <i>Reading Street 1.3</i>
Narrative Start-Up 84–86		“At Home” 30–33	
Narrative Paragraph 86–101			“I’m Growing” 64–65 “I’m a Caterpillar” 123– 137
Letters 102			“A Letter from Jan” 88–89
Expository Start-Up 108–109	“Help the Bird” 110–111	“At Home” 30–33 “Helping Hands 4–H” 56–59	“An Egg Is an Egg” 15–27 “Growing Plants” 114
Expository Paragraphs 110–125	“Animal Park” 119–127	“Who Works Here?” 68–77 “Class Paper” 106–109 “Life in the Forest” 116–129	
Descriptive Paragraphs 64–77		“A Mangrove Forest” 132– 135 “Honey Bees” 142–157	
Stories 162–169	“Sam, Come Back!” 14–23 “Pig in a Wig” 34–45 “The Big Blue Ox” 56–65 “A Fox and a Kit” 78–87 “Get the Egg” 98–107	“A Big Fish for Max” 15–27 “The Farmer in the Hat” 40–53	“Ruby in Her Own Time” 40–61 “Jan’s New Home” 72–85 “Frog and Toad Together” 97–111 “Where Are My Friends?” 148–163
Poems 170–179		“The Ants Go Marching” 160–161	“This Tooth” 168 “Tommy” 169 “Where Do Fish Go in Winter?” 170–171

Connecting to Scott Foresman *Reading Street* (continued)

1 **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	<i>Scott Foresman</i> <i>Reading Street 1.4</i>	<i>Scott Foresman</i> <i>Reading Street 1.5</i>
Narrative Paragraph 86–101	“My 4th of July” 120–123	“Water” 104–107
Letters 102	“Peter’s Baby Sister” 152–153	“Dear Dr.-Know-It-All” 68–71
Expository Start-Up 108–109	“A Great Artist and His Dots” 68–69	“Roy’s Wheelchair” 134–137 “Inventions” 166–167 “Ben’s Great Ideas” 194–195
Expository Paragraphs 110–125	“Chinese Surprises” 40–41 “Mister Bones” 77–89 “What’s in a Museum?” 92–95	“Simple Machines” 114–131 “Alexander Graham Bell” 144–163
Descriptive Paragraphs 64–77		
Stories 162–169	“Mama’s Birthday Present” 14–37 “The Dot” 58–65 “The Lady in the Moon” 102–116 “Peter’s Chair” 130–149 “Henry and Mudge” 160–179	“Tippy-Toe Chick, Go!” 14–33 “Belling the Cat” 36–41 “Mole and the Baby Bird” 49–65 “Dot & Jabber” 80–101 “Ben Franklin” 174–193
Poems 170–179	“Good Books, Good Times!” 182 “Dress-Up” 183 “Shell” 184 “Reading” 185 “The Rainbow” 185	“I Made a Mechanical Dragon” 198

Connecting to Scott Foresman *Reading Street* (continued)

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source</i> Level 1	Scott Foresman <i>Reading Street 1.1</i>	Scott Foresman <i>Reading Street 1.2</i>	Scott Foresman <i>Reading Street 1.3</i>
Ideas 28, 30, 242–247	“They Can Help” 68–71	“At Home” 30–33	“Growing Plants” 114
Organization 28, 31, 248–253	“We Are Vets” 48–49 “Word Order” 92 “The Hippo” 131	“Helping Hands 4-H” 56–59 “Who Works Here?” 68–77	“Frog and Toad Together” 97–111
Voice 28, 32, 254–255	“Puppy Games” 26–27 “Animal Park” 119–127 “My Dog Rags” 130	“Life in the Forest” 116–129	“I’m Growing” 64–65 “A Letter from Jan” 88–89 “I’m a Caterpillar” 123–137 “Where Do Fish Go in Winter?” 170–171
Word Choice 28, 33, 256–259	“Sam, Come Back!” 14–23 “Pig in a Wig” 34–45 “Raccoon” 130	“The Farmer in the Hat” 40–53 “The Ants Go Marching” 160–161	“An Egg Is an Egg” 15–27 “Ruby in Her Own Time” 40–61 “This Tooth” 168
Sentence Fluency 28, 34, 260–261		“The Big Circle” 88–103 “A Mangrove Forest” 132– 135	“An Egg Is an Egg” 15–27 “Nothing” 30–33 “I’m Growing” 64–65
Gathering Details 68–69, 90–91, 114–115, 144–145	“A Fox and a Kit” 78–87	“Who Works Here?” 68–77 “Life in the Forest” 116–129 “Honey Bees” 142–157	“Jan’s New Home” 72–85 “I’m a Caterpillar” 123– 137
Using Sensory Details 68–73, 250		“Honey Bees” 142–157	

Connecting to Scott Foresman *Reading Street* (continued)

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source Level 1</i>	<i>Scott Foresman Reading Street 1.4</i>	<i>Scott Foresman Reading Street 1.5</i>
Ideas 28, 30, 242–247	“What’s in a Museum?” 92–95 “My 4th of July” 120–123	“Simple Machines” 114–131 “Inventions” 166–167
Organization 28, 31, 248–253	“Chinese Surprises” 40–41 “A Great Artist and His Dots” 68–69 “What’s in a Museum?” 92–95	“Tippy-Toe Chick, Go!” 14–33 “Simple Machines” 114–131 “Lighthouse” 200–201
Voice 28, 32, 254–255	“Chinese Surprises” 40–41 “What’s in a Museum?” 92–95	
Word Choice 28, 33, 256–259	“The Lady in the Moon” 102–116 “Good Books, Good Times!” 182 “Dress-Up” 183 “The Rainbow” 185	“Water” 104–107 “I Made a Mechanical Dragon” 198 “Lighthouse” 200–201
Sentence Fluency 28, 34, 260–261	“Mama’s Birthday Present” 14–37 “The Dot” 58–65 “Mister Bones” 77–89 “Henry and Mudge” 160–179	“Water” 104–107 “Simple Machines” 114–131 “Alexander Graham Bell” 144–163 “Ben Franklin” 174–193
Gathering Details 68–69, 90–91, 114–115, 144–145		“Simple Machines” 114–131 “Alexander Graham Bell” 144–163
Using Sensory Details 68–73, 250	“Mister Bones” 77–89 “Shell” 184	“Belling the Cat” 36–41

Connecting to Scott Foresman *Reading Street* (continued)

- 3 Responding to Literature:** Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Scott Foresman <i>Reading Street 1.1</i>	Scott Foresman <i>Reading Street 1.2</i>	Scott Foresman <i>Reading Street 1.3</i>
Reading Journal 242	“Sam, Come Back!” 14–23 “The Big Blue Ox” 56–65 “Get the Egg” 98–107	“The Big Circle” 88–103 “Honey Bees” 142–157	“An Egg Is an Egg” 15–27 “I’m a Caterpillar” 123–137
Paragraph Responses 143–159	“A Fox and a Kit” 78–87	“The Farmer in the Hat” 40–53	“Jan’s New Home” 72–85 “Where Are My Friends?” 148–163
Reviews of Fiction 142–149	“Pig in a Wig” 34–45	“A Big Fish for Max” 15–27	“Ruby in Her Own Time” 40–61 “Frog and Toad Together” 97–111
Reviews of Nonfiction 150–157	“Animal Park” 119–127	“Helping Hands 4-H” 56–59 “Who Works Here?” 68–77 “Life in the Forest” 116–129	
Responses to Poems 158–159	“My Dog Rags” 130 “Raccoon” 130 “The Hippo” 131	“The Ants Go Marching” 160–161	“This Tooth” 168 “Tommy” 169 “Where Do Fish Go in Winter?” 170–171

Connecting to Scott Foresman *Reading Street* (continued)

3 Responding to Literature: Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Scott Foresman <i>Reading Street 1.4</i>	Scott Foresman <i>Reading Street 1.5</i>
Reading Journal 242	“A Great Artist and His Dots” 68–69 “Peter’s Chair” 130–149	“Tippy-Toe Chick, Go!” 14–33 “Belling the Cat” 36–41
Paragraph Responses 143–159	“The Dot” 58–65	“Dot & Jabber” 80–101 “Ben Franklin” 174–193
Reviews of Fiction 142–149	“Mama’s Birthday Present” 14–37 “The Lady in the Moon” 102–116	“Mole and the Baby Bird” 49–65
Reviews of Nonfiction 150–157	“Chinese Surprises” 40–41 “Mister Bones” 77–89 “What’s in a Museum?” 92–95	“Water” 104–107 “Simple Machines” 114–131 “Roy’s Wheelchair” 134–137 “Alexander Graham Bell” 144–163
Responses to Poems 158–159	“Good Books, Good Times!” 182 “Dress-Up” 183 “Shell” 184 “Reading” 185 “The Rainbow” 185	“I Made a Mechanical Dragon” 198 “Lighthouse” 200–201

Connecting to Macmillan Treasures

- 1 Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	<i>Macmillan Treasures 1.1</i>	<i>Macmillan Treasures 1.2</i>	<i>Macmillan Treasures 1.3</i>
Narrative Start-Up 84–86	“Our Best Days” 28–33 “What You Like to Do” 34 “I Can! Can You?” 45–55 “I Am a Big Kid” 68–69		“Gram and Me” 129–145
Narrative Paragraph 86–101			“Family Fun” 114–117 “Write About a Relative” 152
Expository Start-Up 108–109	“Run! Jump! Swim!” 58–63 “How You Grew” 70–76 “What Pets Need” 106–109 “Soccer” 121–133 “Write About a Sport” 138	“One Frog, Two Frogs” 9–13 “A Prairie Dog Home” 74–80	“When Kids Play” 43–47 “Night” 86
Expository Paragraphs 110–125		“From Wheat to Bread” 62–67 “Shake a Rattle” 112–115	“When You Mail a Letter” 32–37 “Kids Can Help” 49–63 “Shadows” 76–82 “Chinese New Year” 148–151
Stories 162–169	“Pet Tricks” 91–103	“Who Will Help?” 41–45 “Little Red Hen” 47–59 “The Fun Kids’ Band” 95–109 “On My Way to School” 127–141	“Kate’s Game” 15–29
Poems 170–179	“Guess What!” 136–137	“Over in the Meadow” 31–34	“The Sky Is Busy” 67 “The Sea” 68 “Sun Rise” 69

Connecting to Macmillan Treasures *(continued)*

1 **Creating Authentic Forms:** Teach these forms of writing and literature together.

<i>Write Source</i> Level 1	<i>Macmillan Treasures 1.4</i>	<i>Macmillan Treasures 1.5</i>
Narrative Start-Up 84–86	“Write About a Bird” 30	“Write About a Bug” 194
Narrative Paragraph 86–101	“Floating Home” 9	“My Brother” 68 “Pretending” 224
Expository Start-Up 108–109	“A Close Look” 104–107 “Write a Report” 108	“A Fruit Is a Suitcase for Seeds” 133–147
Expository Paragraphs 110–125	“A Bottle Takes a Trip” 56–61 “Stormy Weather” 68–74 “Tornadoes” 78 “Meet Ben Franklin” 85–101	“Toys That Fly” 64–67 “Kids’ Inventions” 74–80 “The World of Insects” 190–193
Stories 162–169	“June Robot Cleans Up” 37–53 “Little Rabbit” 115–131	“Olivia” 13–35 “The Kite” 49–61 “Whistle for Willie” 91–117 “Dot and Jabber” 163–187 “Little Bear Goes to the Moon” 201–214
Poems 170–179	“Seagull” 29	“Flowers at Night” 151 “Banana” 152 “The Tiger” 272

Connecting to Macmillan Treasures *(continued)*

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source</i> Level 1	<i>Macmillan Treasures 1.1</i>	<i>Macmillan Treasures 1.2</i>	<i>Macmillan Treasures 1.3</i>
Ideas 28, 30, 242–247	“Our Best Days” 28–33 “What You Like to Do” 34 “How You Grew” 70–76 “Write About a Sport” 138	“Animal Moms and Dads” 15–27 “Take a Riddle Ride” 144–147	“When Kids Play” 43–47 “Kids Can Help” 49–63 “Family Fun” 114–117
Organization 28, 31, 248–253	“Pet Tricks” 91–103 “Soccer” 121–133	“One Frog, Two Frogs” 9–13 “A Fun Show” 89–93 “Shake a Rattle” 112–115	“When You Mail a Letter” 32–37
Voice 28, 32, 254–255			“Family Fun” 114–117 “Chinese New Year” 148–151
Word Choice 28, 33, 256–259	“Can Pat Jump?” 9–13 “I Can! Can You?” 45–55 “Guess What!” 136–137	“Over in the Meadow” 31–34 “Glen Is Late!” 121–125	“The Sky Is Busy” 67 “The Sea” 68 “Sun Rise” 69
Sentence Fluency 28, 34, 260–261		“On My Way to School” 127–141	“Kids Can Help” 49–63 “Shadows” 76–82 “Chinese New Year” 148–151
Gathering Details 68–69, 90–91, 114–115, 144–145	“Run! Jump! Swim!” 58–63		“Shadows” 76–82 “Chinese New Year” 148–151

Connecting to Macmillan Treasures *(continued)*

2 Using Mentor Texts: Use these literature selections to demonstrate writing concepts.

<i>Write Source Level 1</i>	<i>Macmillan Treasures 1.4</i>	<i>Macmillan Treasures 1.5</i>
Ideas 28, 30, 242–247	“Write About a Bird” 30 “Stormy Weather” 68–74	“Kids’ Inventions” 74–80 “The World of Insects” 190–193 “Pretending” 224
Organization 28, 31, 248–253	“A Bottle Takes a Trip” 56–61 “Stormy Weather” 68–74 “A Close Look” 104–107	“Toys That Fly” 64–67 “A Winning Swimmer” 120–123 “Cool Jobs” 230–236
Voice 28, 32, 254–255	“Write an Ad” 62 “Be Curious” 83	“Cats in Art” 38–41 “A Job for You” 228–229
Word Choice 28, 33, 256–259	“Pelican Was Hungry” 11–25 “Seagull” 29 “Old Stuff, New Stuff” 35	“A Fruit Is a Suitcase for Seeds” 133–147 “Flowers at Night” 151 “The Tiger” 272
Sentence Fluency 28, 34, 260–261	“Floating Home” 9 “Pelican Was Hungry” 11–25 “Stormy Weather” 68–74	“The Kite” 49–61 “Kids’ Inventions” 74–80 “A Winning Swimmer” 120–123 “Cool Jobs” 230–236
Gathering Details 68–69, 90–91, 114–115, 144–145	“Stormy Weather” 68–74 “Tornadoes” 78 “Meet Ben Franklin” 85–101	“A Fruit Is a Suitcase for Seeds” 133–147
Using Sensory Details 68–73, 250	“Floating Home” 9	“Write About a Bug” 194

Connecting to Macmillan Treasures *(continued)*

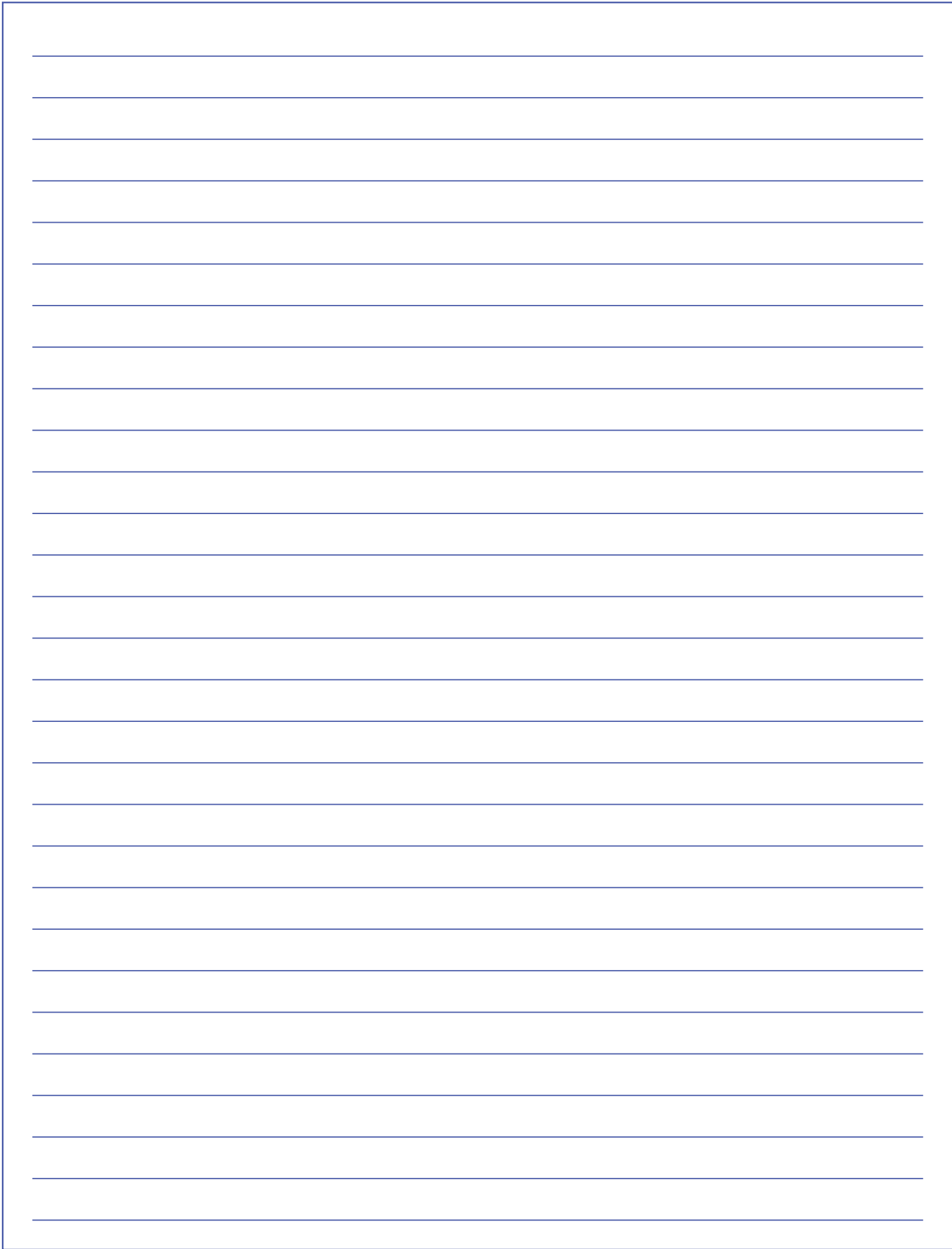
3 Responding to Literature: Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Macmillan <i>Treasures 1.1</i>	Macmillan <i>Treasures 1.2</i>	Macmillan <i>Treasures 1.3</i>
Reading Journal 242	“Pet Tricks” 91–103		“A Good Game for All” 9–13 “A Funny Dog for Ike” 91–95 “What I Like About Spring” 123–127
Paragraph Responses 143–159		“On My Way to School” 127–141	“Kids Can Help” 49–63 “Smile, Mike!” 97–111
Reviews of Fiction 142–149		“Little Red Hen” 47–59 “The Fun Kids’ Band” 95–109	“Kate’s Game” 15–29
Reviews of Nonfiction 150–157	“Run! Jump! Swim!” 58–63 “How You Grew” 70–76 “Soccer” 121–133	“Animal Moms and Dads” 15–27 “From Wheat to Bread” 62–67	“When You Mail a Letter” 32–37 “When Kids Play” 43–47 “Kids Can Help” 49–63 “Chinese New Year” 148–151
Responses to Poems 158–159	“Guess What!” 136–137	“Over in the Meadow” 31–34	“The Sky Is Busy” 67 “The Sea” 68 “Sun Rise” 69
Peer Responding 26–27	“Write About a Sport” 138		“Night” 86 “Write About a Relative” 152

Connecting to Macmillan Treasures *(continued)*

3 Responding to Literature: Select literature from your series and use *Write Source* to teach the process of responding.

<i>Write Source</i> Level 1	Macmillan <i>Treasures 1.4</i>	Macmillan <i>Treasures 1.5</i>
Reading Journal 242	“Pelican Was Hungry” 11–25 “Henny Penny” 135–137	“The World of Insects” 190–193
Paragraph Responses 143–159	“Meet Ben Franklin” 85–101	“The Kite” 49–61 “Dot and Jabber” 163–187
Reviews of Fiction 142–149	“June Robot Cleans Up” 37–53 “Little Rabbit” 115–131	“Olivia” 13–35 “Whistle for Willie” 91–117 “Little Bear Goes to the Moon” 201–214 “Sand Castle” 281–303
Reviews of Nonfiction 150–157	“A Bottle Takes a Trip” 56–61 “Warm and Cold Days” 66–67 “Stormy Weather” 68–74 “A Close Look” 104–107	“Toys That Fly” 64–67 “Kids’ Inventions” 74–80 “A Winning Swimmer” 120–123 “A Fruit Is a Suitcase for Seeds” 133–147 “Cool Jobs” 230–236 “In the Nursery” 248–269
Responses to Poems 158–159	“Seagull” 29	“Flowers at Night” 151 “The Tiger” 272
Peer Responding 26–27	“Write About a Bird” 30 “Write an Ad” 62 “Tornadoes” 78	“Banana” 152 “Write About a Bug” 194 “One Day” 310



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