



## Writing Practice

### Unit 1, Week 2: Teacher Guide

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#### Daily Learning Target

##### Days 1 and 3

- I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2)

#### Teaching Notes

- In this component, students write an informative paragraph explaining how historical context or personal qualities affected Jackie Robinson's success in breaking the color barrier in baseball. This task enables students to practice using the word *including* to add an example or give emphasis from the Language Dive from Unit 1, Week 1, Day 4: Additional Work with Complex Text.
- Over the course of the component, each student works at his or her own pace. Some students may write more than one informative paragraph. Encourage students to work as fluently and as productively as they can.
- On Day 1, students note how the parts of a well-written paragraph mirror the parts of a well-written essay and create a writing plan. Note: This lesson assumes students have already added to the Factor for Success anchor charts in Lesson 7 of the module lessons.
- On Day 3, students continue to write their informative paragraphs. They begin the lesson by reading and annotating a student exemplar from module Lesson 6 and discussing introductory and concluding sentences. Consider focusing on different criteria from the Informative Writing Checklist if that would better serve your students.
- **Differentiation:**
  - On Day 1: To provide heavier support, give students a graphic organizer to organize their paragraph into three parts—opening, details from the text, and concluding statement. Consider inviting students to begin by focusing only on their introduction and conclusion. Consider providing all students with the Factors for Success Quotes handout so details from the anchor charts are readily available. Consider sharing a student exemplar from module Lesson 6 (students will read an exemplar on Day 3). For students needing more challenge, they may write a four-paragraph essay on both factors for success.
  - On Day 3: Students will need different levels of support. Some students may not have finished their informative paragraphs from Day 2. Some students may need help with linking details and facts to explain their focus. Consider posting additional sentence frames for introductory and concluding sentences. Consider working with a small group of students who need heavier support. To provide lighter support, allow students to exchange pieces and color-code each other's writing.

### ■ In advance:

- Day 3: Prepare a student exemplar from module Lesson 6. If a student exemplar isn't available, use the Support from Decision Makers Paragraph (example, for teacher reference).
- Prepare materials for independent student groups.

## Materials

### Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Factor for Success: Historical Context anchor chart (begun in module Lesson 4)
- ✓ Factor for Success: Personal Qualities anchor chart (begun in module Lesson 5)
- ✓ Factors for Success Quotes (optional; for students needing additional support)
- ✓ Lined paper (one per student; for students to create their writing plan)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Student exemplar (from module Lesson 6; one per student)
- ✓ Colored pencils (optional; used by students to annotate writing)
- ✓ Factors for success informative paragraph (begun on Day 2; one per student)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

## Instruction for Day 1

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target. Point out that this week students will write an informative paragraph focused on the module guiding question:
  - “What factors contribute to an individual’s success in changing society?”
- Instruct students to complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - ▲: Post a simple sentence frame for partner discussion, such as: “While these two charts both \_\_\_\_\_, the major difference is \_\_\_\_\_.”
- Invite pairs to explain the similarities and differences that they noticed between a paragraph and an essay. Consider displaying the charts in step 1 and highlighting the differences as students explain.
- If productive, use a Goal 4 Conversation Cue to encourage students to add on to what a classmate said:
  - Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”**
- After a few minutes, invite students to choose a prompt and to reread either the **Factor for Success: Historical Context anchor chart** or the **Factor for Success: Personal Qualities anchor chart**.
  - ▲: Distribute the **Factors for Success Quotes** to students who may find them helpful.

- Tell students to create a pre-writing plan on the piece of **lined paper**. If productive, allow students to stop and discuss with their partner as they are planning their paragraphs.
  - ▲: Consider pairing students who need heavier support with a more advanced-level student to discuss and complete a pre-writing plan (and/or write the informative paragraph) together. Circulate to provide support.
  - ◆: Encourage students to plan a full essay instead of a paragraph.
- If time permits, invite students to complete the More Challenge. To provide heavier support, model this process by thinking aloud through a paragraph for the group first.
- If time permits, invite a student to talk through his or her paragraph as a model for the rest of the group, pointing to his or her writing plan while talking.
- Collect Teacher-Guided Student Activity Cards.
- Give students specific, positive feedback on their pre-writing thinking. Prepare them for the next day’s independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task.

### Instruction for Day 3

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Distribute the **student exemplar** and **colored pencils** and instruct students to complete step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - ▲: Post a simple sentence frame for discussion, such as: “In this sentence, the author is giving the \_\_\_\_\_. I think this because \_\_\_\_\_. Do you agree?”
- Ask for a volunteer to share the parts of an informative paragraph she or he identified in step 1. Using a total participation technique, guide students in a discussion of what makes an effective informative paragraph, including introductory and concluding sentences.
- If productive, cue students to add on to what a classmate said:
 

**Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”**
- Invite students to retrieve their **factors for success informative paragraph** and complete step 2 and/or step 3. Assure students they will get a chance to revise their paragraphs if they want.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity: Walk through the **Unit 1, Week 2: Writing Practice: Student Task Card** task for Day 4. Point out that they may revise their informative paragraphs or, if they have already written a strong paragraph, they may write on a new prompt. Express your confidence that they will be able to write continuously and silently on Day 4. Brainstorm focusing strategies as needed.
  - ◆: Encourage students to complete their informative essay on the prompt.
- Remind students of their learning about the preposition *including* in Unit 1, Week 1: Additional Work with Complex Text. Encourage students to insert an example or add a word for emphasis by using the word *including* when they write tomorrow. Review as needed.



## Word Study and Vocabulary

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-able* or *-ible*. (RF.5.3a, L.5.4b)

##### Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the suffix *-ment*. (RF.5.3a, L.5.4b)

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*unacceptable*) with the suffix *-able* or *-ible*. On Day 4, students focus on an academic vocabulary word (*resentment*) with the suffix *-ment*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of each word and how to use it.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:** Prepare independent student materials.

#### Materials

##### Day 2 and Day 4

- Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- Chart paper (one piece; used by the teacher to write a definition)
- Affix List (from Module 1)
- Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

#### Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Review the chart on the activity card. Because this is a suffix, ensure that students understand the meaning of the prefix (*un-* means not). They should also recognize that adding *-able* or *-ible* to a verb creates an adjective.
- ▲: Mini Language Dive
  - “But the new freedoms granted to African Americans / were **unacceptable** to many southern whites / **who were used to being in control**.”
  - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
    - *who were used to*: “Who did what?” / Meaning: Southern whites only felt comfortable with and needed a certain thing. Suggested questions: “To whom does *who* refer in this chunk? How do you know? What does *used to* mean?” (pronoun + past passive verb = adjective clause)
    - *being in control*: “Were used to what?” / Meaning: Southern whites were used to making the rules and didn’t give African Americans freedoms. Suggested questions: “What does *being in control* mean? Why would it be *unacceptable* to Southern whites to not be in control?” (gerund + in control = noun phrase)
  - Practice:
 

*“I am used to being \_\_\_\_\_.” “They were used to being \_\_\_\_\_.”*
  - Reconstruct: Reread the sentence. Ask:
 

*“Now what do you think the sentence means?”*

*“How does your understanding of this sentence add to your understanding of the word unacceptable?”*
  - Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “\_\_\_\_\_ is unacceptable to me because I am used to \_\_\_\_\_.”
- Guide students through completing the Vocabulary Tree. Each branch of the tree should be filled out. For “My own sentence with related word,” students may write their own sentence or find an additional sentence from the text or another source. Invite students to practice using the word aloud in a sentence several times before they write their own sentence.
  - ▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
  - : Post a simple sentence starter for students to use when writing their original sentence.
  - ◆: Invite students to write several sentences.
- Prepare students for Day 3’s independent activity using the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

### Instruction for Day 4

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.

- Follow the same routine as Day 2.
  - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
  - Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - Review the chart on the activity card. Because this is a suffix, ensure that students understand the meanings of the root and prefix of the word.
- ▲: Mini Language Dive
  - “The rapid shift in population / caused overcrowding in many cities / and increased resentment from many white workers / **who were now forced to work alongside blacks.**”
  - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
    - *who were now forced*: “Who did what?” / Meaning: The new laws made white workers feel like they had to do something they didn’t want to do. Suggested questions: “To whom does *who* refer in this chunk? How do you know? What’s another word for *forced*? Who or what forced white workers?” (pronoun + past passive verb phrase = adjective clause)
    - *to work alongside blacks*: “Forced to do what?” / Meaning: The workers were living in crowded cities and were forced to work with black workers. Suggested questions: “What were the white workers forced to do? Why would it increase resentment from the white workers? What if we replace *alongside* with *with*? How does the meaning of the chunk change?” (infinitive + preposition + noun = noun phrase)
  - Practice:
 

**“I like playing \_\_\_\_\_ with my friend who \_\_\_\_\_.”**
  - Reconstruct: Reread the sentence. Ask:
 

**“Now what do you think the sentence means?”**

**“How does your understanding of this sentence add to your understanding of the word resentment?”**
  - Practice: Consider inviting students to use the sentence frame to restate the sentence from Day 1. Suggestion: “The \_\_\_\_\_ caused resentment from \_\_\_\_\_ who \_\_\_\_\_.”
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
  - ◆: As time permits, practice making words by adding *-ment* to verbs (e.g., *to enjoy* becomes *enjoyment*; *to achieve* becomes *achievement*).
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.