



## Writing Practice

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can write a focus statement and gather evidence for the review of my text. (W.3.1)

##### Day 3

- I can write a review of my text. (W.3.1)
- I can write body paragraphs of my review using evidence from the text to support a reason for my opinion. (RL.3.1, RI.3.1, W.3.1b)

#### Teaching Notes

- In this component, students write a text review of their research or free choice reading text. This gives students an opportunity to practice using the word *you* in their writing from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- This component follows a similar process to the instruction in Lessons 9–12 of the module lessons. Consider adapting the process to better suit your students' needs. (Example: Students may need additional time to write body paragraphs or teacher guidance to write the concluding paragraph.)
- On Day 1, students review the Opinion Writing Checklist and use a graphic organizer to write a focusing statement and gather evidence for their review. Because this lesson is an abbreviated version of the sequence of instruction in module Lesson 9, ensure students have completed Lesson 9 before this.
- On Day 3, students write the body paragraphs for their text review. Because this lesson is an abbreviated version of the sequence of instruction in module Lesson 10, ensure students have completed Lesson 10.
- **Differentiation:**
  - On Day 1: To provide additional support, pair students who are writing reviews of the same text. Color-code reasons and evidence in the text, and color-code the “Reasons” and “Evidence” columns of the graphic organizer to correspond. If productive, consider inviting students to begin discussions of complex content or tasks in home language groups.
  - On Day 3: To provide additional support, consider providing students with the Writing Template: Body Paragraph 1 (from module Lesson 10). Also, students may write a review with one reason and one body paragraph instead of two.
- **In advance:** Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Research/Free Choice Reading Text Review Planning graphic organizer (one per student)

- ✓ Research or free choice reading text (one per student)
- ✓ Opinion Writing Checklist (from module Lesson 9; one to display)
- ✓ Book Review anchor chart (begun in module Lesson 9)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Opinion Writing Checklist (from module Lesson 9; to display)
- ✓ Research or free choice reading text (one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (completed on Day 2; one per student)
- ✓ Research/Free Choice Reading Text Review Planning graphic organizer (completed on Day 1; one per student)
- ✓ Book Review anchor chart (begun in module Lesson 9)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1:

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and the **Research/Free Choice Reading Text Review Planning graphic organizer**.
- Review the learning target. Emphasize that this week students will focus on writing reviews of their research or free choice reading text. To do so, they will follow a very similar routine to their reviews of *Peter Pan*.
- Remind students of using the word *you* and the second-person verb form they discussed in Unit 2, Week 1, Day 4 of Additional Work with Complex Text. Review as needed.
- Invite students to retrieve their **research or free choice reading text**.
- Invite students to work independently on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- After students complete step 1, display the **Opinion Writing Checklist**. Tell students that this checklist is something they will use whenever they write opinion pieces. This is the same checklist they use in the module lessons.
- Read the following criteria aloud, pausing after each criterion to invite a volunteer to restate that criterion in her or his own words.
  - “W.3.1a: I state my opinion clearly, and my writing stays focused.”
  - “W.3.1a: I have an introduction that gives the reader the information needed to understand the topic or issue.”
  - “W.3.1a: I list reasons for my opinion.”
- Tell students that they will focus on different criteria as they write each part of the review. On Day 1 and Day 2, they will focus on writing the introduction.
- Focus students on the criterion:
  - “W.3.1a: I state my opinion clearly, and my writing stays focused.”
- Using a total participation technique, invite responses from the group:
 

**“What is the opinion you are stating in this review?” (whether or not to recommend your research or free choice reading text to a friend)**

- Invite students to complete step 2 on the activity card with a partner.
  - ▲: To provide lighter support, suggest that students create their own sentence frames for those who need heavier support.
- After students have had time to discuss with a partner, invite them to craft a focus statement on the graphic organizer.
  - ▲■: Invite students to practice saying their focus statement several times aloud.
  - ◆: Invite students to write their focus statements in two different ways.
- For step 3, direct students' attention to the **Book Review anchor chart** and review the parts of an introduction. Tell students they will write their introductions independently on Day 2.
- Invite students to complete step 4 on their card.
  - ▲: Listen to students and monitor for common language and content successes and errors. After step 4, display the successes and errors, and suggest that students celebrate the successes and try to correct the errors. If productive, consider inviting students to begin discussions of complex content or tasks in home language groups.
- If useful, invite a student to model summarizing a text in 30 seconds.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task. Model using the paragraph frame on the card.

### Instruction for Day 3

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
- Display the **Opinion Writing Checklist**. Remind students that this checklist is something they will use frequently throughout the school year.
- Read aloud the following criteria, pausing after each to invite students to turn and talk with an elbow partner to restate that criterion in their own words:
  - “RL.3.1, RI.3.1: My opinion is supported by reasons and evidence from the text(s) and shows a clear understanding of the topic.”
  - “W.3.1b: I give evidence and reasons to support my opinion.”
- Invite students to retrieve:
  - **Research or free choice reading text**
  - **Unit 2, Week 2: Writing Practice: Student Task Card** (completed on Day 2)
  - **Research/Free Choice Reading Text Review Planning graphic organizer**
- Direct students to complete step 1 silently or 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.
- Before students move on to step 2, direct their attention to the **Book Review anchor chart** and briefly review the parts of a body paragraph.
- Remind students of using the word *you* and the second-person verb form they discussed on Day 4 of Unit 2, Week 1: Additional Work with Complex Text. Review as needed.

- Invite students to turn and talk to their partner to complete step 2. If productive, have students discuss one paragraph and write that paragraph before discussing and writing the second paragraph.
    - ▲: If productive, consider inviting students to begin discussions of complex content or tasks in home language groups.
  - For step 3, invite students to write their body paragraphs. Circulate to support students as they write and to identify common issues to use as whole group teaching points.
  - Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 4.
  - Prepare students for Day 4's independent activity: Walk through **Unit 2, Week 2: Writing Practice: Student Task Card**.
    - ▲■: As time permits, display sentence frames and ask students to turn and talk through their conclusion with a partner.
- “I would/would not recommend my research/free choice text (with some cautions) to a friend because \_\_\_\_\_. This text will make the reader \_\_\_\_\_.”



## Word Study and Vocabulary

### Unit 2, 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 prefix *pre-*. (RF.3.3a, L.3.4b)

##### Day 4

- I can correctly use the suffix *-ied* when changing verbs into the past tense. (RF.3.3a, L.3.4b)

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*prevented*) with the prefix *pre-*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- On Day 4, students practice using the suffix *-ied* and using the correct tense of verbs that end in *-y*. This builds on what students learned in Module 2 ALL Block about forming past-tense verbs.
- **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:

- ✓ Unit 2, 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 2, Week 2: Word Study and Vocabulary: Student Task Card (one for display)

##### Day 4:

- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (completed on Day 3)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)

## Instruction for Day 2

- Distribute the **Unit 2, 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**.
- Ask students to practice using the word in a sentence with a partner. Each student should take turns saying a sentence aloud that uses the word correctly. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Mini Language Dive: “He remembered his mother / and wanted to return to her, / but something prevented him / from doing so.”

*Note: This Mini Language Dive will span Day 2 and Day 4.*

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *and wanted to return to her*: “Who?” / Meaning: *her* is Peter’s mother. Peter wanted to return to his mother. *her* is the pronoun that refers back to the antecedent *mother*. (object pronoun)
  - *something prevented him*: “Who?” / Meaning: *him* is Peter. A need for eternal youth is preventing Peter from returning to his mother. *him* is the pronoun that refers back to the antecedent *He*. (object pronoun)
  - Practice: “I wanted to \_\_\_\_\_ to her. Something prevented him from doing \_\_\_\_\_.”
- Reconstruct: Reread the sentence. Ask:

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

**“How does your understanding of pronouns help you know who is doing what in the sentence?”**

*Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:*

- Practice: “\_\_\_\_\_ wanted to \_\_\_\_\_, but \_\_\_\_\_ prevented \_\_\_\_\_ from doing so.”
- 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
- As this is a prefix, ensure that students understand the meaning of the root of the word. If needed, review the suffix *-ed* and the past-tense verb form. Note: Students will practice forming past-tense verbs on Day 3.
- Review how to complete a Vocabulary Tree as needed.
  - ▲: 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.

- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for Day 3's independent activity using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. Provide models where helpful.

### Instruction for Day 4

- Review the completed **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. Provide instruction and clarification as needed.
- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Discuss step 1.
  - ◆: Students may discuss with a partner instead of the whole group.
- Invite students to whisper read the paragraph in step 2 independently and begin working on the chart. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ask students to share their responses on step 2 with the group.
- If productive, cue students to explain why a classmate came up with a particular response:
 

***“Who can explain why your classmate came up with that response?”***
- If time permits, invite students to reread the paragraph with the corrected verbs after step 2.
- ▲: Return to the Mini Language Dive from Day 2.
- Invite students to complete step 3. If time permits, invite students to share their sentences with a partner or whole group. Congratulate students on correctly using the suffix *-ied*.
  - ▲: Post a simple starter if needed.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.