



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can describe the features of an effective focus statement. (W.4.2a, W.4.2d)

Day 3

- I can draft/revise a focus statement to answer a guiding question. (W.4.2a, W.4.2d, L.4.6)

Teaching Notes

- On Day 1, students are introduced to focus statements in preparation for writing their own focus statements in their End of Unit 2 assessments in the module lessons. They generate criteria for focus statements by identifying and analyzing strong examples.
- On Day 3, students write or revise a focus statement about their specific expert group animal for their Unit 2 essay to answer the module guiding question. Whether students write or revise will depend on where you are in the module lessons.
- **Differentiation:**
 - Day 1: The Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards are differentiated. Choose the appropriate card for each group given their strengths and areas for improvement. The text excerpts on these cards are differentiated. Students who require additional support will work with shorter text excerpts, resulting in students being able to spend more time identifying the focus statement rather than reading a lot of text. Students ready for more challenge will work with longer text excerpts in which the focus statement is more challenging to find.
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together to work on the same activity card.
 - ▲: After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
 - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 2: Independent Reading: Student Task Card** and the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ ▲ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and direct students to preview the work they will be doing in this teacher-guided session. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Focus students on the definition of a focus statement at the top of the page and explain that when they write to inform, their writing should always contain a focus statement so that the reader knows what the rest of the text will be about.
- Explain that each of the text excerpts on their page contains a focus statement.
- Read aloud the first excerpt on the page and invite students to follow along silently in their heads.
- Ask students to work with an elbow partner to highlight/underline the focus statement in that text excerpt.
- Invite students to share with the group and to explain why they think it is the focus statement.
- Record the student explanations as criteria on the board under the title “Focus Statement Criteria.” Criteria should include:

- Answers a question (or questions)
- States what the writing is about
- Explains why this is important
- Repeat with each text excerpt.
- Focus students on the focus statements at the bottom of their activity card. Explain that these are some good and bad examples of focus statements.
- Invite students to work in pairs to identify the strong focus statements and place a check mark next to those that are strong.
- Select students to share their ideas with the group; add to the criteria on the board. Criteria should include:
 - Clear
 - Accurate
 - Relevant
 - Precise
 - Includes domain-specific vocabulary
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- 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, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** and the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 3: Small Group Instruction (19 minutes, repeated three times)

- Invite students to bring their **Unit 2, Week 2: Writing Practice: Student Task Card** and to reread their work from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite one or two volunteers to read their writing out to the group, while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.

- Redistribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.
- Explain that in this session, students are going to apply their learning about focus statements to write/revise the focus statement for their informative writing about their expert group animal.
- If students are writing focus statements, provide support as necessary. Depending on the ability of the students, you may need to:
 - Write each part of the focus statement together as a group on the board using a sentence frame, with students copying this piece by piece and incorporating the information about their own expert group animal.
 - Provide students with sentence frames to fill in independently.
 - Allow students to work independently and then revise their work with help from the teacher and a peer.
- If students are revising focus statements, focus them on making sure they have used domain-specific vocabulary from the class Word Wall, from their glossaries, and from their independent reading journals to be more precise.
- Invite each student to read his or her focus statement aloud for the whole group.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- 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 4 tasks, providing models where helpful.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)
- ▲: I can use the words *like* and *likely* and provide their synonyms. (RF.4.3a, L.4.4c, L.4.5c)

Day 4

- ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the suffix *-ion*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic word with the suffix *-al*. (RF.4.3a, L.4.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Frayer Model to gain a deeper understanding of the meaning of the words and how to use them. The process followed for the ■ ● ◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- ▲ Day 2: *Like* is a valuable word to understand and be able to use flexibly. It is one of the words in English that fulfill a wide range of purposes, with different parts of speech: preposition, conjunction, noun, adjective, adverb, verb. Students will need to appropriately use *like* throughout the curriculum and assessments and beyond the classroom.
- ▲ Day 4: Students discuss the meaning and function of the suffix *-al* and the words it modifies. They discuss the strategy of using suffixes as a clue to the meaning of a word in a familiar complex text.
- **Differentiation:**
 - The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Day 2: Levels of Support: To provide more challenge, invite students to find additional occurrences of *like* in their research reading or free choice reading texts and determine how all of the meanings are the same or different. Some of the usages of *like* may carry different meanings from what is discussed in this block.

- ▲ Day 4: Levels of Support: To provide more challenge, invite students to complete and extend the activity by exploring other adjectives with *-al* (e.g., *lethal* and *digital*). They can find other suffixes on the “Brazilian three-banded armadillo” web page (e.g., *-ly*) and investigate their meaning.
- **In advance:**
 - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.
 - ▲ Day 2: Create the Like anchor chart by writing the following sentences on chart paper under the heading “Like.” Where you see a line, leave a gap for writing during the session:
 - The armadillo can look like a ball.
 - The armadillo can appear similar to a ball.

 - I like reading.
 - I enjoy reading.

 - An armadillo is likely to curl up into a ball.
 - An armadillo is probably going to curl up into a ball.

- ▲ Day 2: Copy and cut out the Suffix puzzle cards (one per pair of students).

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student and one to display)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 of the module lessons)
- ✓ ▲ Day 2: Like anchor chart (see Teaching Notes)
- ✓ ▲ Day 4: Suffix puzzle cards (one per pair)
- ✓ ▲ Day 4: “Fight to Survive!” (from Unit 1 module lessons; one per student)

Days 2 and 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 2: Writing Practice: Student Task Card** and remind them they will need to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ●◆ Days 2 and 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards** from Day 1 and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's task card.
- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Frayer Model.
- Because this is still quite new, work step by step with students to complete the Frayer Model using a model where necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ Day 2: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and read their work from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the work from Day 1 and use common issues as whole group teaching points.
- Distribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to choral read the first two sentences on the **Like anchor chart** about the armadillo.
- Tell students that both of these sentences mean the same thing.
- Explain that *appear similar to* is a synonym of one of the meanings of the word *like*. It means the same thing.
- Record this on the Like anchor chart:
 - like = appear similar to
- Invite students to work in pairs to generate a sentence using *like* in this way. Select volunteers to share with the group; clarify where there are misconceptions.
- Record a student-generated example on the anchor chart in the space underneath the first two armadillo sentences.
- Invite students to record their sentence on their Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.
- Invite students to choral read the next two sentences on the Like anchor chart.
- Tell students that both of these sentences mean the same thing.
- Tell students that *enjoy* is a synonym of another of the meanings of the word *like*. It means the same thing.
- Record on the Like anchor chart in the space underneath the example sentences:
 - like = enjoy
- Ask students to tell their elbow partner things they like using the sentence stem “I like ____.”
- Select volunteers to share with the group; clarify where there are misconceptions.
- Record a student-generated example on the anchor chart in the space underneath the example sentences.
- Invite students to record their sentence on their activity card.
- Invite students to choral read the next two sentences on the Like anchor chart.
- Tell students that both of these sentences mean the same thing.
- Clarify that *probably going to* is a synonym of the word *likely*. It means the same thing.
- Record on the Like anchor chart in the space underneath the example sentences:
 - like = probably going to
- Invite students to work in pairs to generate a sentence about another animal and its defense that they have learned about using *likely* in this way.
- Select volunteers to share with the group; clarify where there are misconceptions.

- Record a student-generated example on the anchor chart in the space underneath the example sentences.
- Invite students to record their sentence on their activity cards.
- Discuss with students the difference in the different ways of saying the same thing. Turn and Talk:
 - “Which ways are more formal? Which ways are less formal?” (In the examples provided, appear similar to is more formal than look like, enjoy is more formal than like, and likely to is more formal than probably going to.)
- 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 the next day’s independent activity: Walk through the Unit 2, Week 2: Word Study and Vocabulary: Student Task Card for Day 3, providing models where helpful.

▲ **Day 4: Small Group Instruction (20 minutes, once only)**

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day’s task card using common issues as whole group teaching points.
- Redistribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Distribute the **Suffix puzzle cards**.
- Invite students to retrieve **“Fight to Survive!”** and explain that by putting the cards together correctly they can create words from the text.
- Invite pairs to match the Suffix puzzle cards to make words.
- Read the correctly assembled words aloud to students and then invite students to choral read the words.
- Ask the group and select students to share their responses:
 - “How are the words the same?” (They end in -al.)
 - “What can we call -al?” (word endings; suffixes)
 - “What is a suffix?” (a piece added on to the end of a word)
 - “What does a suffix do? (makes a new word by changing the meaning of the word)
- Draw a T-chart on the board with the label “Words with suffix ‘-al.’”
- Invite students to come up and write the words from the puzzle cards onto the T-chart.
- Have students take apart the puzzle cards with the suffix -al.
- Ask the group and cold call students to share their responses:
 - “Now what do you have?” (word cards and -al suffix cards)
- Tell students that all of these word cards are nouns, or things.
- Ask students to discuss with an elbow partner and select volunteers to share responses with the whole group:

“What happens when we add the -al back onto the noun?” (The noun becomes an adjective, which helps us describe nouns, or things.)

“What does the suffix -al mean?” (relating to, about, the kind of, like)

- Write “adjective” next to the “Words with suffix ‘-al’” label on the T-chart.
- Tell students that we often put an adjective before another noun—for example, *tropical rainforest*.
- Ask students to discuss with an elbow partner and cold call students to share with whole group:
 - “What are some nouns that come after the adjectives informational and normal?” (informational text, normal day)***
- Ask the group and select students to share:
 - “Why is it helpful to know about suffixes?” (They can change one English word into a new English word. They are “word helpers”: They help us understand the meaning of a word.)***
- Discuss the meaning of the suffix words, starting with the word *tropical*.
 - “What does tropical mean?” (related to the tropics; in the tropics)***
 - “What does the word tropical help us do?” (understand the climate of the rainforest)***
 - “If we were going to write about the rainforest, what would using the word tropical help us do?” (describe the rainforest more precisely)***
- If productive, cue students to listen carefully and seek to understand:
 - Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)***
- Complete a similar process of discussing meaning for the remaining *-al* words.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.