



## Writing Practice

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can explain the main idea of an informational text. (RI.4.2)
- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can write in complete sentences. (L.4.1f)

##### Day 3

- I can summarize a text using details from the text. (RI.4.1, RI.4.2)
- I can correctly use quotes from the text in my writing. (L.4.2b)
- I can write in complete sentences. (L.4.1f)

#### Teaching Notes

- In this component, students write a paragraph to summarize “Revolutionary War, Part I.” This provides students an opportunity to practice summary writing, a skill they will use in Lessons 8–11 of the module lessons. This task also gives them an opportunity to practice using summarizing language and words that signal chronology from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- On Day 1, students review the criteria for an effective summary and focus statement. Students review text structures they learned in Lesson 3 of the module lessons. Students worked with summary writing in Module 2 in both the module lessons and in the ALL Block. Depending on the needs of your students, you may want to emphasize different criteria for an effective summary.
- On Day 3, students practice using direct quotes in a summary. This lesson assumes students have completed the Marking Quotes homework from module Lesson 4.
- **Differentiation:**
  - On Day 1: To provide heavier support, skip step 3 and/or group write the first two sentences in step 4. To provide lighter support, invite students to share what they wrote for step 4.
  - On Day 3: To provide heavier support, circle all of the errors for students. Then students can explain how to fix them in the margin. To extend the lesson, create a list of quotes from the text and have students identify which ones are strong enough to quote directly and which ones would be good to paraphrase.
- **In advance:**
  - Day 3: Preview the Unit 1, Week 2: Writing Practice: Student Task Card for Day 4 and decide which summary would most benefit students.
  - Prepare materials for independent student groups.

## Materials

### Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Criteria for an Effective Summary anchor chart (begun in Module 2)
- ✓ “Revolutionary War, Part I” Summary chart (begun on Unit 1, Week 1, Day 2: Additional Work with Complex Text; one per student)
- ✓ Text Structures and Ways to Begin a Summary (one per student)
- ✓ 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)
- ✓ “Revolutionary War, Part I” Summary chart (begun on Unit 1, Week 1, Day 2: Additional Work with Complex Text; one per student)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1:

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and discuss learning targets. Point out that this week students will be focusing on summary writing—a skill they will be assessed on in the End of Unit 1 Assessment in the module lessons.
- Direct students’ attention to the **Criteria for an Effective Summary anchor chart**. Review, if needed.
- Instruct students to retrieve their **“Revolutionary War, Part I” Summary chart** and complete steps 1–2. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share their ideas for the main idea from step 2.
- Ask:
 

*“How do you start a summary?” (State the title, author [if known], and a brief overview of the text.)*
- 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.”*
- Tell students to begin the **Text Structures and Ways to Begin a Summary** matching activity. Give students time to grapple on their own. If needed, review text structure.
- Invite students to write the opening sentences of their summaries on the bottom of their activity card. Encourage them to use the sentence frames from the chronology text structure on the Text Structures and Ways to Begin a Summary.
 

▲: Invite students to say their opening sentences aloud to a partner before writing.
- Tell students that tomorrow they will write the rest of the summary on this activity card. Prepare students for the next day’s independent activity using the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task. Remind students that all supporting details from the summary chart must be written in complete sentences.
- Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 2.

### Instruction for Day 3:

- Invite students to retrieve their **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Remind students that they have been working on a summary of “Revolutionary War, Part I.”
- Instruct students to complete step 1 individually. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Using total participation techniques, guide students through a discussion about using direct quotes in their writing:

*“How do you include details from the text when you are writing a summary?” (direct quotes and paraphrasing)*

*“How do you decide which details to quote directly and which details to paraphrase?” (You use direct quotes only with sentences that explain a major point in the text. Consider providing examples and non-examples to students.)*

- 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.”*

- Review the way authors paraphrase the information and directly quote the information:
  - Use quotation marks right before and right after the exact words from the text.
  - Use a comma before the first quotation mark.
  - Use phrases to show that the words coming next are someone else’s, like: *the author says* or *according to the text*.
- ◆: Ask students to identify two different ways that authors integrate direct quotes. Point to the underlined portion of the text if they need help seeing the way an author can embed direct quotes in a sentence.
- ▲: If needed, review the purpose of quotation marks.
- Invite students to retrieve the **“Revolutionary War, Part I” Summary chart** and complete step 2 of their activity cards and practice saying quotes from the text with one another. If useful, provide additional quotes from “Revolutionary War, Part I” for students to practice integrating.
  - ▲: Model or invite a student to model using the introductory phrases whole group first.
- 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 the **Unit 1, Week 2: Writing Practice: Student Task Card**. Tell students that tomorrow they will have a chance to revise their summary paragraph. Encourage students to include two direct quotes in their summary paragraph.
  - ◆: Encourage students to complete the More Challenge and write a new summary on a literary text. The thinking and the process is the same. However, when they refer to the main idea of a literary text, they will use the word *theme*. It is the big idea that an author is trying to get across.
- Remind students of their learning about summarizing language and words that signal chronology in Unit 1, Week 1, Day 4: Additional Work with Complex Text. Encourage them to use complete sentences in their writing tomorrow. Review as needed.



## Word Study and Vocabulary

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can practice using the suffixes *-ian*, *-er*, and *-or* to make nouns. (L.4.1b)

##### Day 4

- I can correctly add the suffix *-ing* to verbs. (L.4.1b)

#### Teaching Notes

- On Day 2, students focus on using common suffixes to make nouns.
- On Day 4, students are introduced to two more spelling rules for adding the suffix *-ing*. Note: The work students do on Days 3 and 4 will support their spelling of verbs in the progressive tense in a Language Dive in Unit 2 of the module lessons. However, the sentences on the Days 3 and 4 task cards are not progressive tense.
- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Appendix for additional information on Language Dives and for the Questions We Can Ask during a Language Dive anchor chart.
- **Differentiation:** To extend the lesson on Day 2, invite students to take turns orally using the word in sentences. On Day 4, for additional language support for ELLs, use the Mini Language Dive.
- **In advance:** Prepare independent student materials.

#### Materials

##### Day 2

- ☒ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☒ Affix List (from Module 1)
- ☒ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one for display)

##### Day 4

- ☒ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (completed on Day 3)
- ☒ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)

## Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards** and invite students to retrieve their **Affix List**. Review learning targets.
- Invite students to answer the questions in steps 1–2 individually. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Guide students through the remaining steps on the activity card.
  - ▲: Explain that in English, most job titles are gender neutral. For example, a *teacher* is either a female or male teacher. There are some exceptions (such as *actor* and *actress* and *waiter* and *waitress*), but many people in the United States believe that the use of a gender-neutral title such as *actor* and *server* is more respectful. Invite students to compare this with their home language and culture.
- 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 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide models where helpful.

## Instruction for Day 4

- Review the completed **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide instruction and clarification as needed.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Invite students to read the introduction and 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.
- Review and discuss the spelling rules on the activity card as needed.
  - ▲: Mini Language Dive. “When it was over, / Attucks and four other Americans / **lay dead or dying.**”
    - 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:
      - *lay dead or dying*: “What happened?” / Meaning: Attucks and four other Americans were seriously hurt or dead. *Dead* and *dying* are adjectives. Suggested question: “Who does *dead* or *dying* describe? Why did the author write *dying* instead of *die*?” (verb and adjective)
    - Practice: “The dog lay \_\_\_\_\_(-ing adjective).”
    - Reconstruct: Reread the sentence. Ask:
 

**“Now what do you think the sentence means?”**
    - Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “When \_\_\_\_\_, the dog lay \_\_\_\_\_(-ing adjective).” Ask:
 

**“What is another way to say this sentence?”**

- Guide students through the activity card. Using a total participation technique, invite responses from the group:  
***“How do you add -ing to a verb?”***
- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:  
***Conversation Cue: “Who can explain why your classmate came up with that response?”***
- Guide students through the remaining steps on the activity card.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.