



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can plan a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)

Day 3

- I can write a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)

Teaching Notes

- In this component, students write a broadside based on a problem they identify in their school or classroom. To lend authenticity to the task, consider bringing in some examples of modern “broadside” or editorials from the newspaper that have clear opinions, reasons, and evidence. This task enables students to practice creating imperative sentences and crafting a catchy call to action for an opinion piece from the Language Dive from Unit 3, Week 1, Day 4: Additional Work with Complex Text.
- On Day 1, students review opinion writing and pre-write by filling in a graphic organizer. Note: This lesson assumes students have completed Lesson 6 module lesson.
- On Day 3, students continue to write their modern broadside. They begin the lesson by discussing what makes an effective introduction. Consider focusing on a different criterion from the Characteristics of Effective Opinion Writing from the Opinion Writing Checklist if that would better serve your students.
- Over the course of the component, students work at their own pace. Some may write more than one broadside. Encourage students to work as fluently and as productively as they can.
- **Differentiation:**
 - On Day 1: To provide heavier support, give students a list of problems they can choose from and/or pre-fill in the parts of the graphic organizer. Consider assigning some students to write about one topic from the list of brainstormed topics. Provide the Modern Broadside Planning graphic organizer for students who may prefer it. Also consider filling in the graphic organizer as a group and then providing copies for students to work with on Day 2. Consider pre-filling in the “Persuasive Language to Be Used:” box for ELLs who need heavier support. To provide heavier language support, guide ELLs through the Mini Language Dive. To provide lighter support, students may write about their broader community, including a neighborhood or city.
 - On Day 3: Students will need different levels of support to complete their modern broadsides. Some students may not have finished their graphic organizers on Day 2. Other students may need help starting to write. Still others may need help providing details and facts to support their reasons. Consider posting additional sentence frames for body paragraphs and concluding paragraphs. 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:**
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Modern Broadside Planning graphic organizer (for ▲ ■ ● students or those needing additional support)
- ✓ Piece of paper (for ◆ students and those who require more challenge to create their own modern broadside writing plan)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one to display)

Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Modern Broadside Planning graphic organizer (optional; from Day 1; one per student)
- ✓ Modern broadside (begun on Day 2; one per student)
- ✓ Colored pencils (optional; used by students to annotate writing)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one to display)

Instruction for Day 1

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target. Point out that this week students will be focusing on modern broadsides and will write one of their own—a skill they are working on in the module lessons.
- Instruct students to complete step 1 of 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.
- Create a chart similar to step 1 of the activity card. Using student ideas, generate a list of possible modern broadside topics.
- ▲: Mini Language Dive. **“We must refuse / to join the Patriot army / or support the war / because doing so will lead to violence.”**
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *We*: “Who?” / Meaning: *We* refers to the people who believe in the Patriot cause. (plural pronoun)
 - *must refuse*: “Do what?” / Meaning: We have to do something. There is no choice. *Must* adds more force and persuasion to verb *refuse*. (modal auxiliary verb + verb)
 - Practice: “I must _(+verb)___.” “She must ____(+verb)___.” “They must _(+verb)___.”

Ask:

“What do you notice about the form of the verb when you use it with I vs. she? Are verbs always formed this way?” (The verb does not change forms because it is used with a modal auxiliary verb. Without a modal auxiliary verb, we add -s after third person singular, e.g., She must eat. vs. She eats.)

“What if we replace must with could?”

- Tell students you will give them time to think and discuss with their partner.

— 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 how to use persuasive language?”***

— Practice: “We must ____ because ____.”

- Invite students to complete step 2. Circulate to provide support.
 - ●▲ : If needed, distribute the **Modern Broadside Planning graphic organizer**. Note for students that they have worked with this graphic organizer in the module lessons. Review the format as needed. Consider pairing students who need heavier support with a more advanced-level student to complete the graphic organizer (and/or write the introduction or the broadside) together.
 - ▲: As a group, brainstorm some persuasive language.
 - ●◆: Encourage students to create their own modern broadside writing plan on a blank **piece of paper**, using a graphic organizer as model if needed.
- If productive, allow students to stop and discuss with a partner their plan or how they will fill out each part of the graphic organizer.
- Assure students they will have time to complete their plan on Day 2.
- Collect Teacher-Guided Student Activity Cards.
- Congratulate students on some good pre-writing thinking. Prepare them for the next day’s independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task.

Instruction for Day 3

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Ask students to retrieve their **Modern Broadside Planning graphic organizer** (if students are using it) and/or **modern broadside**.
- Instruct students to complete Part I independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ask for a volunteer to compare his or her introduction to the chart on the activity card. Using total participation techniques, guide students in a discussion of what makes an effective introduction.
- 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.”**
- Assure students they will get a chance to revise their introduction if they want.
- After a few minutes, direct students to Part II. They should write silently. To provide heavier support, allow students to turn and talk through their ideas periodically with a partner. If they are ready, they can begin to annotate their modern broadside using **colored pencils**.

Additional Language and Literacy Block

- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Walk through the **Unit 3, Week 2: Writing Practice: Student Task Card**. Point out that they will continue working on their broadsides. When they finish their broadsides, they may annotate them and then they may revise or write a new modern broadside. Express your confidence that they will be able to write continuously on Day 4. Brainstorm focusing strategies as needed.
 - ◆: Encourage students to complete the More Challenge and write a new broadside.
- Remind students of their learning about imperative sentences in Unit 3, Week 1, Day 4: Additional Work with Complex Text. Encourage students to restate their opinion in a compelling way in their writing tomorrow. They can craft a catchy call to action and/or use an imperative sentence. Review as needed.



Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the prefix *un-*. (RF.4.3a, L.4.4b)

Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the prefix *non-*. (RF.4.3a, L.4.4b)

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*uninvolved*) with the prefix *un-*. On Day 2, students focus on an academic vocabulary word (*nonviolence*) with the prefix *non-*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of the 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 3, 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)
- Day 2 only:** Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Briefly review the prefixes that the students worked with on Day 1 (*in-*, *dis-*, *un-*, *non-*, *im-*, *il-*, *ir-*). Point out that this week they will focus on the prefixes *un-* and *non-*.
- 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 prefix, ensure that students understand the meaning of the root of the word. As needed, review the meaning of *-ed* and how it can mean the word is a past tense verb but also an adjective.
- ▲ : Mini Language Dive. “It is important / to stay uninvolved.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *to stay uninvolved*: “What is important?” / Meaning: Not getting engaged or not becoming a part of something is important. This looks like a verb, but it is actually functioning as a noun in the sentence. Infinitives can sometimes be the subject or object of a sentence. (infinitive + adjective; noun phrase)
 - Practice: “It is sometimes hard to stay _____.”
 - Reconstruct: Reread the sentence. Ask:

“Can you say this sentence in your own words?”
 - Practice: “To stay _____ is sometimes hard.” Ask:

“Can you say the chunks in this sentence in a different order?”
- Review how to complete a Vocabulary Tree as needed and invite students to complete the Vocabulary Tree on their activity card.
 - ▲ : 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: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect.)

Instruction for Day 4

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets. Remind students they are focusing on the prefixes *un-* and *non-*.
- 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 prefix, ensure that students understand the meaning of the root of the word.

- ▲: Mini Language Dive. “Another of our beliefs / is nonviolence”.
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *Another*: “How many?” Meaning: One thing. This subject pronoun tells us that this sentence is about one more of something. (singular subject pronoun)
 - *of our beliefs*: “What?” Meaning: This describes what we have one more of: our beliefs. *Of* is a preposition that indicates the relationship between a specific thing (*another*) and a general category (*our beliefs*). (prepositional phrase)
 - Practice: “Another of _____ is _____.” “Another _____ is _____.”
 - Reconstruct: Reread the sentence. Ask:
 - **“Can you say this sentence in a different order and still have it make sense?”**
 - Practice: “Another reason we want to _____ is _____.” Ask:
 - **“How can you use this in your own broadside?”**
- 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.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.