



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

- Day 1: I can write fluently for 7 minutes. (W.5.2, W.5.4, W.5.10)
- Day 3: I can write fluently for 10 minutes. (W.5.2, W.5.4, W.5.10)

Teaching Notes

- On Day 1, students review what it means to write fluently. Then they review the different types of writing they have discussed throughout the module lessons: writing a sentence, a short response, and a paragraph. They choose a topic of their choice or respond to a prompt, writing continuously for 7 minutes.
- On Day 3, students discuss strategies to use when they are not sure what to write about. Then students choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.
- **Differentiation:**
 - For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing.
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they may have similar needs in terms of pacing and the number of prompts presented.
 - ▲ 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.
 - ▲ Levels of Support: For heavier support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider inviting students to orally respond to the prompt in their home language with a partner who shares their home language before writing their response.
- **In advance:**
 - Post 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 Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Esperanza Rising* (from Unit 1; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ **Day 3 Only:** Ways to Write Continuously anchor chart (begun in Unit 2, Week 2, Day 2: Writing Practice)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Unit 3, 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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, 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** handout.

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

- Invite students to retrieve *Esperanza Rising* and read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning targets. Point out to students that this week they will be focusing on writing fluently.
- Direct students' attention to the definition of *writing fluency* at the top of their activity cards: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose. If necessary, review any terms in this definition.
- Using a total participation technique, invite responses from the group:

“Based on our work in Units 1 and 2, how we can respond to a question or prompt in writing?” (We can write a sentence, a short response, or a paragraph.)
- Direct students' attention to the Types of Written Responses on their activity cards.
- Review the differences between each type of response, pointing out that short responses are usually shorter than paragraphs and don't need to be in any particular order as long as they answer each part of the question they are answering.
- Direct students' attention to the writing prompts on the activity card and chorally read them aloud.

- Point out that the first two prompts have to do with a character other than the students themselves. These are good opportunities to practice empathy or imagining how other people feel. The third prompt is their opportunity to practice writing in their own voice as they write a monologue as themselves.
- Repeat a similar instructional sequence to the one below for each prompt:
 1. Repeat and rephrase the prompt.
 2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
 3. Model selecting the prompt and thinking about how to respond to the prompt.
 4. Invite students to select a prompt to respond to.
 5. Ask students to tell an elbow partner, in their own words, what they will write.
 - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 7 minutes to respond to the prompt. Tell them they should try to write for the entire 7 minutes, and that they can refer to their Units 1–2 module texts as they write.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
 - “What were your challenges as you wrote today?”***
 - “What were your successes?”***
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 - Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)***
- Prepare students 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, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student responses to identify common issues to use as teaching points on Day 3.

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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, 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** handout.

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

- Invite students to retrieve their *Esperanza Rising* and read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target for today. Remind students that this week they are focusing on writing fluently, and today they will be writing for longer than they did on Day 1.
- Discuss with students what they can do when they get stuck and do not know what to write. As students share out, capture their responses on the **Ways to Write Continuously anchor chart**. For example:
 - Note some possible ideas and choose the one you know the most about.
 - Talk to an elbow partner to find out what he or she is writing.
 - Look through your texts to see if they give you any ideas.
 - Ask the teacher for help.
- Direct students' attention to the writing prompts on the task card and chorally read them aloud. Remind students they saw these prompts on Day 1 and that this time they are going to choose a different prompt. Repeat a similar instructional sequence to the one below for each prompt:
 - ■ ▲ Consider choosing only one or two of the prompts for students to focus on.
 1. Repeat and rephrase the prompt.
 2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
 3. Model selecting the prompt and thinking about how to respond to the prompt.
 4. Invite students to select a prompt to respond to.
 5. Ask students to tell an elbow partner, in their own words, what they will write.
 - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they can refer to their Units 1–2 module texts and the Ways to Write Continuously anchor chart as they write.
 - ◆ If students finish quickly, they can choose to respond to another prompt, or they can revise their own or another's writing for spelling, punctuation, and grammar.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:

“What were your challenges as you wrote today?”

“What were your successes?”
- If productive, use a Goal 2 Conversation Cue to encourage 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.)
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *mono-* and other numerical prefixes. (RF.5.3a, L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *oriri*, *orir*, *ori*, or. (RF.5.3a, L.5.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (■●◆) or a Vocabulary Grid (▲) to gain a deeper understanding of the meaning of the word and how to use it. 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.
- **Differentiation:**
 - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, it is suggested ● and ◆ are grouped together to work on the same activity card.
 - 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.
- **In advance:**
 - Post 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.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)

- ✓ Supporting Peers anchor chart (begun in Unit 3, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Unit 1, Lesson 4 module lesson)

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 3, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 3, 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** handout.

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

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card** and invite students to read the card. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the task 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 task 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.
 - ▲ Invite students to use their **online or paper translation dictionaries** to determine the meaning of the word in their home language.
- 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 Unit 1 of the module lessons.

- Invite students to complete their Vocabulary Square/Grid. Depending on the group you are working with, some students may need to complete each section whole group, discussing the answer to record in each box with teacher guidance (■▲), while others may be able to complete it more independently. For those working independently, stop them frequently to share out their thinking.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.