



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

- Day 1: I can identify dialogue in a narrative that slows down time and propels the action of the story forward. (W.5.3b, W.5.4, W.5.5, W.5.10)
- Day 3: I can identify places in a narrative that do not have dialogue and add dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10)

Teaching Notes

- On Day 1, students review how writers use dialogue to show the response of characters and to propel the action of a story forward. Using an excerpt from *The Most Beautiful Roof in the World* analyzed during the Additional Work with Complex Text component, students identify the dialogue used and explain how it propels the action of the story forward. Then students review the conventions of dialogue and practice writing a new sentence using correct conventions.
- On Day 3, students review how writers use dialogue to show the response of characters and to propel the action of a story forward. Using an excerpt from *The Most Beautiful Roof in the World* analyzed during the Additional Work with Complex Text component, students identify a part where dialogue is not used and substitute dialogue that propels the action of the story forward. Then students review the conventions of dialogue and practice editing a sentence for correct conventions.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ▲ and ◆ are grouped together to provide peer coaching opportunities.
 - Days 1 and 3: For students who require additional support, consider identifying the dialogue in their copies of the text and previewing the dialogue with students before the lesson. Consider allowing students to orally respond when annotating the example sentence for conventions of dialogue.
 - Days 1 and 3: Levels of Support: To provide heavier support, ask students to identify the dialogue in their copies of the text and preview the dialogue with students before the lesson. Consider allowing students to orally respond when annotating the example sentence for conventions of dialogue. Invite them to sketch the characters' inferred responses, thoughts, and feelings as you orally infer the responses, thoughts, and feelings.
 - Day 3: For students who require additional support, consider identifying a section of “The Dreaming Tree” to reread and find examples of concrete words and phrases or sensory details. Alternatively, give students two quotes from “The Dreaming Tree” and allow them to select which quote best answers the prompt. You may want to provide students with a list of linking words and phrases to refer to. Consider reviewing the meaning of phrases such as *another example*, *in addition to*, and *in the same way* that students could then use in their writing on Day 4.
 - ▲ 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 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 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)
- ✓ *The Most Beautiful Roof in the World* (one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)

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 handouts.

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

- Invite students to take out their copy of *The Most Beautiful Roof in the World*, turn to page 33, and with a partner reread from “Oh man, oh man!” to “... Meg calls after them.” As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.

- Point out to students that this week they will be focusing on analyzing the dialogue in an excerpt from *The Most Beautiful Roof in the World* and applying what they have learned to their own writing. Tell them that today they will reread the excerpt and think about how the dialogue propels the action of the text forward. If necessary, review these terms.
- Invite students to reread the excerpt chorally aloud with you.
- Ask, and using a total participation technique, invite responses from the group:
 - “**What is the gist of this excerpt?**” (*The family is climbing, and James is excited to see amazing creatures that Meg says not to touch because they might be dangerous.*)
- If productive, cue students to provide evidence:
 - “**What, in the text, makes you think so?**” (*Responses will vary.*)
- Remind students that authors slow down time in a narrative when something interesting or relevant to the plot is happening, and that one way they do this is by adding dialogue. Explain that the dialogue can show what a character is feeling or thinking, how that character is responding to the situation, and propel the action of the story forward.
- Ask, and using a total participation technique, invite responses from the group:
 - “**How do you know where the dialogue is in this text?**” (*quotation marks; dialogue tags such as he said and she said*)
- Focus students on the dialogue in the first paragraph: “Oh man, oh man!” exclaims James.” and “Weird! Weird! Totally awesome.”
- Ask, and using a total participation technique, invite responses from the group:
 - “**What kind of language does James use? Formal—good for an informative essay? Or informal—good for conversation with friends?**” (*informal*)
 - “**What does oh man mean? Do we ever say oh woman? What do weird and totally awesome mean?**” (*Here, oh man means I am surprised or amazed or scared. We don’t say oh woman. Weird and totally awesome mean that James thinks the things he is seeing are surprising, amazing, and wonderful.*)
 - “**What does this reveal to you about James’ response to the situation?**” (*It tells us that James has never been up in the canopy before and that this is a new experience for him.*)
- Invite students to reread this paragraph without reading the dialogue, as if it weren’t there.
- Ask, and using a total participation technique, invite responses from the group:
 - “**What does the dialogue tell you that you wouldn’t know if the dialogue wasn’t there?**” (*It tells us that James is really excited and maybe a little scared to be so high up.*)
 - “**How does the dialogue propel the action of the story forward?**” (*James says something is weird and awesome. This propels the action forward because the reader is left wondering what he saw that was so weird and awesome.*)
- Emphasize that the use of dialogue in this situation shows the reader the character response rather than telling the reader this directly. We infer this information from the dialogue, which makes the reader think rather than if the text had said directly, “James was a little nervous and excited to be in the canopy.”
- Repeat, focusing students on the dialogue at the remainder of the section. Discuss what the dialogue reveals about the characters’ responses to the situation, and what it tells you that you wouldn’t know if it wasn’t there. Point out that again, the use of dialogue in this situation shows the reader the character response rather than telling the reader this directly.

- ▲ Consider taking and displaying notes as you emphasize that:
 - Dialogue does not directly tell James’ response; it indirectly shows James’ response.
 - After the dialogue shows James’ response, we make an inference.

Dialogue shows characters’ re- sponses, thoughts, and feelings.	We make an inference.
“Oh man, oh man!”	James is surprised, amazed, or scared—or all three.
“Weird! Weird! Totally awesome.”	James is surprised, amazed, or scared—or all three.

- Point out that in both of these examples, the dialogue is necessary in propelling the action of the story forward—without the dialogue, the story would be confusing and the events would not make sense.
- Explain to students that as writers of narratives, they can check to see if the dialogue they have included is necessary by skipping it—if the story still makes sense, then you do not need the dialogue.
- Focus students on the Steps for Revising Dialogue on their activity cards and select a volunteer to read the steps aloud, providing models where helpful. Clarify the steps as needed, and tell students that they will revise their partner narratives using these steps on Day 2.
- Focus students on the Conventions of Dialogue on their activity cards and select volunteers to read each bullet point. Invite students to follow the directions on their activity card to annotate the conventions in the example sentence.
- Invite students to write a new sentence in response to the example sentence, imagining how a character would respond in a way to propel the action forward and using the correct conventions of dialogue.
- Select volunteers to share their sentences, pointing out the conventions of dialogue. Remind students that when they revise their writing on Day 2, they will need to be sure to use these conventions for any dialogue in their narratives.
- Do not collect the Teacher-Guided Student Activity Cards—students will need these in the next Writing Practice ALL Block component to write independently.
- 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.

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** handouts.

■●◆▲ Day 3: Small Group Instruction (18 minutes, repeated twice)

- Invite students to take out their copy of *The Most Beautiful Roof in the World*, turn to page 33, and with a partner reread from “Oh man, oh man!” to “... Meg calls after them.” As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.
- Remind students that this week they have been focusing on analyzing the dialogue from an excerpt from *The Most Beautiful Roof in the World* and applying what they have learned to their own writing. Tell them that today they will reread the excerpt and continue thinking about how the dialogue propels the action of the text forward. If necessary, review these terms.
- Remind students that authors slow down time in a narrative when something interesting or relevant to the plot is happening, and that one way they do this is by adding dialogue. Explain that the dialogue can show what a character is feeling or thinking, how he or she is responding to the situation, and propel the action of the story forward.
- Ask, and using a total participation technique, invite responses from the group:
 - “How do you know where the dialogue is in this text?” (quotation marks; phrases such as he said and she said)
- Focus students on the fifth paragraph, starting with “At last they reach the walkway.” Point out that this paragraph does not include any dialogue, and that dialogue can be substituted instead in order to propel the action forward.
- Ask, and using a total participation technique, invite responses from the group:
 - “How might the character respond in this situation? What might he or she say or think?” (Meg might comment on finding the pen she left behind; the boys might be annoyed about having to help number leaves because they are eager to keep climbing.)
 - “What would the character(s) be saying here to propel the action forward?” (Responses will vary; accept any reasonable dialogue that makes sense with the context of the excerpt and that propels the action forward.)
- Emphasize that the use of dialogue in this situation will show the reader the character response rather than tell the reader this directly. We infer this information from the dialogue, which makes the reader think rather than if the text had said directly, “Meg finds a pen she had left behind and has them help her number a few leaves.”
- ▲ To emphasize “show, don’t tell” and making inferences, consider recording and displaying the dialogue that students produce. Example:
 - Dialogue does not directly tell the characters’ response; it indirectly shows the characters’ response.
 - After the dialogue shows the characters’ response, the reader makes an inference.

<i>Dialogue shows characters' responses, thoughts, and feelings.</i>	<i>The reader makes an inference.</i>
"Oh, man! Where's that pen I left behind?"	<i>Meg is frustrated and unsure where she put her pen.</i>
"Wait for me! Don't go out on that platform alone!"	<i>The boys' uncle is nervous and wants to help them.</i>

- Ask, and using a total participation technique, invite responses from the group:
 - “How do readers figure out that Meg is frustrated or the boys’ uncle is nervous?” (They make a guess or deduce based on textual evidence; they infer.)*
 - “How does your dialogue propel the action of the story forward?” (It shows us that Meg is looking for her pen to number the leaves; it shows us that the uncle will help the boys.)*
- If productive, cue students with a challenge:
 - Conversation Cue: “Can you figure out why writers show rather than tell? I’ll give you time to think and discuss with a partner.” (Responses will vary, but may include to make the reader think; to make the story more interesting.)*
- As a group, write several sentences of dialogue that can be substituted in the excerpt. Because of the creative nature of this activity, allow any reasonable responses when substituting dialogue in the excerpt. Point out and encourage the correct use of conventions of dialogue as the group works.
- Focus students on the Steps for Adding Dialogue on their activity cards and select a volunteer to read the steps aloud, providing models where helpful. Clarify the steps as needed, and tell students that they will revise their partner narratives using these steps on Day 4.
- Focus students on the Conventions of Dialogue on their activity cards and review each bullet point. Invite students to follow the directions on their activity card to correct the conventions in the example sentence.
- Remind students that when they revise their writing on Day 4, they will need to be sure to use these conventions for any dialogue they add to their narratives.
- Do not collect the Teacher-Guided Student Activity Cards—students will need these in the next Writing Practice ALL Block component to write independently.
- 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 root *aud/audi*. (L.5.4b)
- ▲ : I can analyze the meaning of an academic vocabulary word with the suffix *-ive*. (L.5.4b)

Day 4:

- ■ ● ◆ : I can analyze the meaning of an academic vocabulary word with the root *log/logos/logue*. (L.5.4b)
- ▲ : I can analyze the meaning of an academic vocabulary word with the suffix *-ence*. (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 Frayer Model 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, ● 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.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **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.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 3, Week 2: Independent Reading: 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 3, Week 2: Word Study and Vocabulary: Student Task Card (from Day 1; one per student and one to display)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 lessons)
- ✓ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)

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 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 3, 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.
- Distribute the **Unit 3, 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 3, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and review the 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 previous day’s task card.
- Distribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Focus students on the sentence at the top of the activity card. Read the sentence aloud, and invite students to read along silently in their heads. Write the sentences on the board or on chart paper.
 - Invite students to place a finger on the word *techniques* and to read it aloud chorally with you.
 - Invite students to find the translation of the word in home languages (*thekhnikh* in Thai).

“What is the meaning of techniques?” (ways of doing a task, especially writing or another art; tools, methods, strategies)

- Invite students to place a finger on the word *narrative* and to read it aloud chorally 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.
- Invite students to find the translation of the word in home languages (*jìxùwén* in Mandarin).

“Do you see a root in the word that can help you figure out the meaning? Do you know a word similar to narrative?” (narr-/narrat-; narrator)

“What is the meaning of -ive?” (having to do with; connected with)

- Invite students to use the chart on the activity card to break down the word into the root and the suffix using their Affix List, distributed in Module 1.

“What is the meaning of narrative?” (having to do with a written account of a sequence of events; having to do with a story)

“So, what are narrative techniques?” (ways of writing a story)

“In narrative techniques, narrative is an adjective describing a type of technique. What happens if I remove techniques?” (Narrative becomes a noun; the noun form is the same as the adjective form. *Note: Some would consider narrative to be a noun as part of the compound word narrative techniques.)

- Invite students to place a finger on the phrase *such as* and to read it aloud chorally with you. Turn and Talk:

“Why does the sentence say such as?” (to introduce examples; to say that what comes next are some examples)

“Examples of what? How do you know?” (narrative techniques; such as comes right after narrative techniques, inserted within commas)

“What is one example of a narrative technique?” (dialogue)

“Place your finger on the word to in to show. Why does the sentence say to?” (to introduce a reason or a purpose; to say that what comes next will be a reason or purpose)

“To introduce a reason or purpose for what?” (a reason or purpose for using narrative techniques)

“So, what is a reason or purpose for using narrative techniques?” (to show what characters are doing, thinking, and feeling; to show how they respond to situations)

“How can you say this in a different way, using your own words?” (the ways people act after something happens or someone does something; a reaction to an event)

“So, how can we show what characters are doing, thinking, and feeling and how they respond to situations?” (use narrative techniques such as dialogue)

- If productive, cue students to expand the conversation by giving an example:

Conversation Cue: “Can you give another example of a narrative technique?” (Responses will vary.)

- Guide students in completing their activity card, providing as much or as little support as necessary.

- Turn and Talk:

“Based on your understanding so far, how would you rephrase this sentence?” (When we’re writing a narrative, we can use techniques to show what a character is doing, thinking, or feeling, or would do, think, or feel.)

- 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 3, Week 2: Word Study and Vocabulary: Student Task Card task for Day 3, providing models where helpful.

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

- Invite students to retrieve their Unit 3, 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.
- Redistribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Focus students on the sentence at the top of the activity card. Read the sentence aloud, and invite students to read along silently in their heads. Write the sentence on the board or on chart paper. Remind students they analyzed this sentence on Day 2.
 - Turn and Talk:

“Based on your work with the vocabulary and the sentences you wrote on Days 2 and 3, what is the gist of this sentence? How has your understanding of the sentence changed since you first read it on Day 2?” (Responses will vary.)
 - Where possible, clear up any confusion, in particular about the portion of the sentence through *respond to situations*.
 - Turn and Talk:

“Can you break this sentence into two or more sentences?” (Responses will vary, but may include: The writer uses narrative techniques to show what characters are doing, thinking, and feeling and how they respond to situations. The writer uses narrative techniques to help the reader imagine experiences or events. Some examples of narrative techniques are dialogue, description, and pacing.)
 - Invite students to place a finger on the phrase *and to help the reader imagine experiences or events* and invite students to read it aloud chorally with you.

- Turn and Talk:
 - “What helps the reader imagine experiences or events?” (to introduce examples; to say that what comes next are some examples)*
- Invite students to underline the conjunction in the phrase.
- Turn and Talk:
 - “What is the function of the conjunction?” (and; to join together two or more phrases related to the same idea)*
 - “What ideas does and join together in this sentence? (It joins all of the reasons for using narrative techniques: showing what characters are doing, thinking, and feeling, and how they respond, helping the reader imagine.)*
 - “Can you underline the word in this phrase that the writer uses to introduce a purpose or a reason?” (to)*
 - “What is the purpose or reason the writer introduces after to in this phrase?” (helping the reader imagine experiences or events)*
 - “So, in this sentence, what are all of the purposes or reasons for using narrative techniques?” (to show what characters are doing, thinking, and feeling and how they respond to situations, and to help the reader imagine experiences or events)*
- Invite students to place a finger on the word *experiences* and to read it aloud chorally with you.
- Turn and Talk:
 - “What is the translation of experiences in our home languages?” (los experiencias in Spanish)*
- 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.
- Turn and Talk:
 - “What is the meaning of the suffix -ence?” (It helps form nouns that show a quality of or example of.)*
 - “So, what part of speech does the -ence suffix make?” (a noun; but many nouns are now also used as verbs, such as experience)*
 - “Why is there an -s after -ence?” (to show plural, more than one experience)*
 - “So, what is the meaning of experiences in this phrase?” (It’s a noun that shows the quality of trying and understanding something; gaining knowledge or skill about something.)*
- Invite students to use the chart on the activity card to break down the word into the root and the suffix using their Affix List, distributed in Module 1.
- Turn and Talk:
 - “Now what do you think is the gist of this sentence?” (When we’re writing a narrative, we can use techniques to show what a character is doing, thinking, or feeling, or would do, think, or feel, and to paint a picture for the reader of an experience or event.)*
- Guide students in completing their activity card, providing as much or as little support as required.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.