



## Writing Practice

### Unit 2, Week 2: Teacher Guide

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#### Daily Learning Targets

##### Day 1

- I can plan an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

##### Day 3

- I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

#### Teaching Notes

- In this component, students write an opinion essay modeled after the This I Believe essay from Jackie Robinson. This task enables students to practice using em dashes and parentheses to add and emphasize ideas, discussed during the Language Dive in Unit 2, Week 1: Additional Work with Complex Text.
- Over the course of the component, each student works at her or his own pace. Encourage students to work as fluently and as productively as they can.
- Note: Students will use their This I Believe essays for Reading and Speaking Fluency/GUM in Unit 3.
- On Day 1, students look at a model, decide what makes an effective This I Believe essay, and plan their writing. On Day 3, students continue to write their opinion essay. Depending on the needs of your students, you may want to provide a focused mini lesson on a criterion from the Opinion Writing Checklist.
- **Differentiation:**
  - On Day 1: To provide heavier support, give students a graphic organizer similar to the one in the module lessons to organize their essay into four paragraphs: Introduction, Proof Paragraph #1, Proof Paragraph #2, and Conclusion.
  - On Day 3: Students will need different levels of support to complete their This I Believe essays. Some students may not have started their essays on Day 2 and need focused writing time. Some students may need help developing the reason they believe what they do. Consider working with a small group of students who need heavier support. To provide lighter support, allow students to exchange pieces and give each other peer feedback.
- **In advance:**
  - Day 1: Choose one essay from the This I Believe website ([thisibelieve.org](http://thisibelieve.org)) to share with students. You can easily filter by age (under 18) or theme. Alternatively, you could write your own This I Believe essay as a model.
  - Prepare materials for independent student groups.

## Materials

### Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ One essay from the This I Believe website (to display; see Teaching Notes)
- ✓ Chart paper (one piece; used to co-create list of criteria for an effective This I Believe essay)
- ✓ Paper (lined; one piece per student; used by students to create pre-writing plan)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ This I Believe essay (begun on Day 2; added to during this lesson; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

## Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review learning targets. Point out to students that this week they will be writing an opinion essay very similar to the This I Believe essay they read in module Lessons 2–3. In this essay, they will state one thing they believe and explain why they believe it and/or how they demonstrate their belief.
- Instruct students to complete step 1 on the activity card independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Share **one essay from the This I Believe website**. You may play the audio or read aloud the essays yourself.
- Ask the following question, and consider writing and displaying student responses on an impromptu graphic organizer or T-chart.

***“Compare this essay to the This I Believe essay from Jackie Robinson. What do the This I Believe essays have in common?” (The author states a clear belief and then elaborates on that belief. The author uses specific evidence from his or her life to demonstrate how the author lives that belief or reasons that the author learned that belief.)***

- ▲: Consider posting a simple discussion sentence frame, such as: “I noticed both essays \_\_\_\_\_ and \_\_\_\_\_.”
- 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.”***
- Using a total participation technique and the list of commonalities, quickly guide students through a discussion of what makes an effective This I Believe essay. Note the criteria on a piece of **chart paper** for students to refer to throughout the component.
- Tell students to complete step 2 on the activity card with a partner.
- Encourage students to complete step 3 and use the **piece of paper** to make a This I Believe essay pre-writing plan. Circulate to provide support. Some students may benefit from orally processing their ideas as they write.
  - ▲: If needed, create a generic writing plan together as a group that students can use to fill in specifics.

- Collect Teacher-Guided Student Activity Cards.
- Give students specific, positive feedback on their thinking. Tell them they will have time to continue creating a plan for their essay on Day 2. Prepare students for the next day's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card**.

### Instruction for Day 3

- Invite students to retrieve their **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Ask students to retrieve their **This I Believe essays**.
- Instruct students to 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.
- Invite students to share out as they wish.
- After a few minutes, direct students to step 2. They should write silently. If useful, allow students to turn and talk about their ideas periodically with a partner.
- Remind students of their learning about em dashes and parentheses to add and set off ideas from Unit 2, Week 1: Additional Work with Complex Text. Encourage students to use this punctuation in their writing. Review as needed.
- Prepare students for Day 4's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card**. Point out that they will continue working on their This I Believe essays. When they finish their essays, they may annotate them. Express your confidence that they will be able to write continuously on Day 4. Brainstorm focusing strategies as needed.



## Word Study and Vocabulary

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*greatness*) with the suffix *-ness*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- On Day 4, students focus on an academic vocabulary word (*integrity*) with the prefix *-ity*. They practice using the word and analyze it using a Vocabulary Tree 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

- Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- Chart paper (one piece; used by the teacher to define the word)
- Affix List (from Module 1; one per student)
- Unit 2, Week 2: Word Study and Vocabulary: Student Task card (one for display)

##### Day 4

- Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- Chart paper (one piece; used by the teacher to define the word)
- Affix List (from Module 1; one per student)

## Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- 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.

### ▲: Mini Language Dive

- “But I do believe—and with every fiber in me— / that what I was able to attain came to be / because we put behind us (no matter how slowly) the dogmas of the past: / **to discover the truth of today; and perhaps find the greatness of tomorrow.**”
- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *to discover the truth of today*: “We put behind dogmas to do what?” / Meaning: Robinson writes that, because we have dropped dogmas, we are free to figure out what feels right for society right now. (infinitive + noun + preposition + object = infinitive phrase / noun phrase)
  - *and perhaps find the greatness of tomorrow*: “To discover the truth of today and what else?” / Meaning: We may have a wonderful future because we put behind us the dogmas of the past. *Perhaps* tells us the greatness of tomorrow is a possibility but not a guarantee. (coordinating conjunction + adverb + infinitive + noun + preposition + object = infinitive phrase / noun phrase)
- Practice:
 

**“They will come to school to discover \_\_\_\_\_ and perhaps find \_\_\_\_\_.”**
- Reconstruct: Reread the sentence. Ask:
 

**“Now what do you think the sentence means?”**

**“Is finding the truth of today and the greatness of tomorrow a chance or a guarantee? How do you know?”**
- Practice:
 

**“Can you restate this sentence in your own words?”**
- Guide students through completing the Vocabulary Tree.
  - ▲: 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 using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

### Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Follow the same routine as Day 2:
  - 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.
- ▲: Mini Language Dive
  - “I believe in the human race. I believe in the warm heart. **I believe in man’s integrity.** I believe in the goodness of a free society.”
  - Deconstruct: Discuss the sentences and each chunk. Language goals for focus structure:
    - *I believe in*: “Who does what?” / Meaning: Jackie Robinson thinks certain things are true. (subject pronoun + verb phrase)
    - *man’s integrity*: “He believes in what?” / Meaning: the honesty and good character of people. *Man’s* is a common, shortcut way to refer to both men’s and women’s. (noun phrase)
  - Practice:
 

***“I believe in \_\_\_\_\_. I believe in \_\_\_\_\_. I believe in \_\_\_\_\_. I believe in \_\_\_\_\_.”***
  - Reconstruct: Reread the sentence. Ask:
 

***“Now what do you think the sentence means?”***
  - Practice:
 

***“What do all these sentences have in common—in language and in theme?”***  
***(subject + verb phrase + noun phrase)***
- Guide students through completing the Vocabulary Tree. 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.