



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1:

- I can plan an informative essay that explains which factors for success contribute to my own success. (W.5.2)

##### Day 3:

- I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2)

#### Teaching Notes

- In this component, students write an informative essay that explains the factors for success in their own lives. This task enables students to practice using the word *however* to signal contrast from the Language Dive from Unit 3, Week 1: Additional Work with Complex Text.
- Over the course of the component, students work at their own pace. Encourage students to work as fluently and as productively as they can.
- On Day 1, students brainstorm topics and talk through their ideas with a partner. On Day 3, students continue to write their informative essay. Depending on the needs of your students, consider providing a focused mini lesson on a criterion from the Informative Writing Checklist.
- **Differentiation:**
  - On Day 1: To provide heavier support, give students a graphic organizer to organize their essay into three or four paragraphs: Introduction, Factor #1, Factor #2, and Conclusion. Consider writing your own essay as an exemplar. Using your exemplar, ask students to create sentence frames that they can use. To provide lighter support, ask students to write a vivid and descriptive introduction that appeals to the reader’s five senses.
  - On Day 3: Students will need different levels of support to complete their informative essays. Some students may not have finished their introduction and body paragraphs on Day 2 and need focused writing time. Some students may need help with developing their details and explaining the factors. 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 and/or distribute the Additional Ideas for Revision.
- **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)
- Working to Become Effective Learners anchor chart (begun in Module 1)

- ✓ Factors for success charts (begun in Unit 1, Lesson 4 module lesson)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Factors for My Personal Success informative essay (begun on Day 2; added to during this lesson; one per student)
- ✓ Additional Ideas for Revision (optional; for students needing an additional challenge)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target. Point out to students that this week they will be writing an informative essay that is very similar to the informative paragraphs they wrote in Unit 1. In this component, students will examine the factors for success in their own lives. Review the parts of an informative essay as needed.
- Direct students' attention to the **Working to Become Effective Learners anchor chart**. Point out that *persevere* is one of the characteristics of an effective learner.
- Ask:
  - “*When was a time you persevered and succeeded, even though something was difficult?*” (Responses will vary.)
- Instruct students to silently consider this question and then complete steps 1–2 of the activity card. Review the **factors for success charts** as needed. 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 their ideas. If students are having a hard time brainstorming ideas, as a group come up with common scenarios of success. (Examples: scoring a goal, mastering a song on an instrument, performing in a play, persevering and doing well on a challenging assignment, maintaining patience with a younger sibling, bravely trying something difficult but worthwhile, making a new friend, making a speech in front of the class/school, learning a new language, and keeping a positive outlook on a hard day.)
- Instruct students to complete the Paragraph Talk-Through in step 3 with a partner.
- Collect Teacher-Guided Student Activity Cards.
- Congratulate students on some good pre-writing thinking. Prepare them for the next day's independent activity using the **Unit 3, Week 2: Writing Practice: Student Task Card**. Remind students of their learning about using the word *however* in Unit 3, Week 1: Additional Work with Complex Text. Encourage them to use the word *however*. Review as needed.

### 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 **Factors for My Personal Success informative essay**.
- 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 throughout their ideas periodically with a partner.
  - ◆▲: If students finish and need ideas for revision, distribute the **Additional Ideas for Revision**.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Display and walk through **Unit 3, Week 2: Writing Practice: Student Task Card**. Point out to students that they will continue working on their informative essays on Day 4. When they finish their essays, they may revise them using the Additional Ideas for Revision. Express your confidence that they will be able to write continuously. Brainstorm focusing strategies as needed.
- Remind students of their learning about using the word *however* in Unit 3, Week 1: Additional Work with Complex Text. Encourage students to use the word *however*. 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 word with the suffix *-ive*. (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 prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*impressive*) and the suffixes *-ive*, *-itive*, and *-ative*. On Day 4, students focus on an academic vocabulary word (*communications*) and the prefix *com-*, *co-*, or *con-*. Students analyze the words using Vocabulary Trees to gain a deeper understanding of the meaning of the words and how to use them.
- **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 Dives. Note: The Language Dive that all students completed in Unit 3, Week 1: Additional Work with Complex Text also ended with the adverb *however*. Encourage students to make connections on Day 2.
- **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.
- 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
  - “Abbott’s deft handling / of the constant public pressure / **may have been his most impressive accomplishment** /, however.”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *may have been*: “Abbott’s deft handling was what?” / Meaning: *May have been* tells us that there is a good chance that something was true, but it’s not for certain. Students can discuss how the meaning changes if *may have been* is replaced with *was*. (modal + present perfect verb = verb phrase)
    - *his most impressive accomplishment*: “What may have been?” / Meaning: Jim Abbott did many things well, but this was probably the very best. (possessive pronoun + determiner + adjective + noun = noun phrase)
  - Practice:
 

**“\_\_\_\_\_ may have been my most impressive accomplishment.”**
  - Reconstruct: Reread the sentence. Ask:
 

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

**“How does the focus structure add to your understanding of the phrase deft handling of the constant public pressure?” (His deft handling was the most impressive accomplishment.)**
  - Practice:
 

**“Can you restate 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.)

### Instruction for Day 4

- Distribute the **Unit 3, 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
  - “Jim studied **communications** in college / **and was better prepared than most 21-year-old rookies** / to handle the crush.”
  - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *and was better prepared than*: “Jim was what?” / Meaning: Jim Abbott is being compared to something, and he is superior. *Prepared* here means *ready, experienced enough*. (conjunction + past tense verb + comparative adjective)
    - *most 21-year-old rookies*: “Better prepared than who?” / Meaning: Jim Abbott is being compared to other young, first-time players. (determiner + adjective + noun = noun phrase)
  - Practice:

**“\_\_\_\_\_ was better than \_\_\_\_\_. \_\_\_\_\_ is better \_\_\_\_\_ (prepared/known/understood) than \_\_\_\_\_.”**
  - Reconstruct: Reread the sentence. Ask:

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

**“How does studying communications better prepare someone to talk to people in media, or newspapers and TV?”**
- 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.