



## Writing Practice

### Unit 2, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can find patterns of strength and challenges in my writing. (W.5.4, W.5.5)
- I can set a goal, based on my own writing challenges, to help improve my quick writing skills. (W.5.5)

##### Day 3

- I can evaluate and improve my QuickWrites. (W.5.4, W.5.5)

#### Teaching Notes

- In this component, students revise one or more of their QuickWrites from module Lessons 1–4. This task prepares students to write an additional QuickWrite for the End of Unit 2 Assessment. This task also gives students an opportunity to practice the focus structure *in spite of everything*, using a comma to separate an introductory element from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- **Differentiation:** To provide heavier support, name patterns you have noticed in student QuickWrites and direct students to find examples in step 1. Students may also work with fewer examples of their quick writing from the module. To provide more challenge, invite students to work with a partner and review each other's work.
- **In advance:**
  - To facilitate students' review of their QuickWrites, gather the following student documents:
    - Exit Ticket: Summarizing *Eight Days: A Story of Haiti* (from module Lesson 1)
    - QuickWrite: Visuals in *Eight Days: A Story of Haiti* (from module Lesson 2)
    - Text-Dependent Questions: "In the Water Where the City Ends" (from module Lesson 3)
    - Text-Dependent Questions: Stanza 1 of "O' Beautiful Storm" (from module Lesson 4)
  - Prepare the independent Student Task Cards.

#### Materials

##### Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ QuickWrites (completed in module Lessons 1–4; one of each per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Cards (one to display)

### Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ QuickWrites (completed in module Lessons 1–4; one of each per student)
- ✓ QuickWrite: Writing Practice, Day 2 (new; completed on Day 2; one per student)
- ✓ Paper (optional; lined; one piece per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Cards (one to display)

### Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
- Ask a student to read aloud step 1. Clarify the task as needed.
- Invite students to retrieve their **QuickWrites** and work individually on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
  - ▲: Tell students patterns that you have noticed (both strengths and challenges), either in whole group or with individual students. Ask students to find examples of those patterns.
- Invite students to complete step 2 with a partner.
  - ◆: Encourage students to share specific evidence from their writing and explain how the evidence fits the pattern.
- Debrief with students and ask pairs to share with the group. Help students see patterns of strengths and weaknesses in the group. If useful, chart student answers.
 

**Conversation Cue: “How is what \_\_\_\_ said the same as/different from what \_\_\_\_ said? I’ll give you time to think.” (Responses will vary.)**
- Ask students to complete step 3. They can create a goal informed from their personal patterns or group patterns. Circulate to assist students.
  - ▲: Invite students to say their goal to a partner and then write their goal. For more support, post a simple goal-setting sentence frame such as: “My goal is to \_\_\_\_\_. I will accomplish this by \_\_\_\_\_ and \_\_\_\_\_.”
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day’s independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card** for Day 2. Explain to students that they will choose and write a QuickWrite again on one of the prompts from module Lessons 1–4. They should not look at their original QuickWrite. Because they have already written it once, they can concentrate on the QuickWrite process instead of the content.

### Instruction for Day 3

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review learning targets. Explain to students that today they will compare the QuickWrite they wrote on Day 2 with the QuickWrite in the module lessons.

- Invite students to retrieve their **QuickWrites** and the **QuickWrite: Writing Practice, Day 2** to complete step 1 independently and step 2 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.
  - ◆: Students can read their partner's QuickWrites instead of their own in step 1 and then share their observations with their partner.
- If useful, invite students to briefly share out what they noticed. Celebrate the way students are working toward their goals from Day 1.
- Invite students to complete step 3.
  - ▲: Model and think aloud step 3 using a student's QuickWrite, naming the areas of strength and areas of challenge that you would advise them to concentrate on if they wrote it again.
  - : Look at an anonymous student's QuickWrite together and discuss as a group what the writer could do differently.
- As time permits, invite students to complete the "More Challenge." Students can discuss with a partner the changes they made the second time they wrote it.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card** for Day 4. Remind students they will do the same thing as on Day 2. They will choose and write a QuickWrite on a different prompt from module Lessons 1–4. They should not look at their original QuickWrite. Because they have already written it once, they can concentrate on the QuickWrite process instead of the content.
  - ▲: Invite students to write another QuickWrite on the same topic as Day 2. Encourage them to concentrate on writing quickly and fluently.



## 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 roots *pop* and *populus*. (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 prefixes *equ-* and *equi-*. (RF.5.3a, L.5.4b)

#### Teaching Notes

- On Day 2, students focus on the academic vocabulary word *population* with the roots *pop* and *populus*. On Day 4, they focus on the academic vocabulary word *equivalent* and the prefixes *equ-* and *equi-*. They practice using and analyzing each word with a Vocabulary Tree to gain a deeper understanding of their meanings and usage.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
  - Prepare the independent Student Task Cards.

#### Materials

##### Day 2 and Day 4

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

#### Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- 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 deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. 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 another component.

- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲ Mini Language Dive: "Nearly half of Haiti's population is under fifteen, **so a lot of the people I was worried about were children.**"

*Note: This Mini Language Dive will span Day 1 and Day 3.*

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *I*: "Who is this chunk about? Who does *I* refer to?" *I* refers to the author, Edwidge Danticat; this chunk is about Edwidge Danticat.
  - "What does this chunk tell us?" Edwidge Danticat was *worried*, or concerned, about the people of Haiti. Because a lot of people are younger than 15, as mentioned in the previous chunk, many of the people he was concerned about were children.
  - *so*: "Can you figure out why Edwidge Danticat uses the word *so*? The word *so* connects this chunk to the previous chunk, indicating cause and effect. *So* signals that a reason will follow. Note that we could replace *so* with *therefore* or *for this reason* without changing the meaning. (conjunction)
  - Students can work in pairs to list synonyms for the word *worried* (concerned, bothered, troubled). Then they can practice reading the sentence with these synonyms. Students can then switch pairs and list antonyms for the word *worried* (unworried, comforted, untroubled) and discuss how replacing *worried* with an antonym would change the meaning of the sentence.
- Practice:
 

***"I was \_\_\_\_\_ [synonym for worried] about \_\_\_\_\_. (I was concerned about my friend because she came to school late.)"***
- Reconstruct: Reread the sentence. Ask:
 

***"Now what do you think the sentence means?"***

*Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:*

- Practice:
 

***"\_\_\_\_\_ [cause], so I was \_\_\_\_\_ [effect]." (I did my homework, so I was prepared for class.)"***
- Guide students through completing the Vocabulary Tree for the roots *pop* and *populus*. Support as needed.
  - ▲: Invite students to write a pronunciation for the word. Students who speak a common home language may 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. If useful, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
  - ◆: Invite students to write several sentences. If useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- Prepare students for the next day's independent activity using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card** for Day 3. 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**.
- 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 deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. 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 another component.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree for the prefixes *equ-* and *equi-*. Support as needed. See Instruction for Day 2 for suggested differentiation.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.