

Additional Language and Literacy Block

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(Each lesson contains the following embedded elements: Daily Learning Target, Teaching Notes, Materials, Whole Class Instruction, Small Group Instruction)

The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work in concert with and in addition to the 1-hour Grades 3–5 ELA “module lessons.” Taken together, these 2 hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

The ALL Block for each unit contains the following:

- **Unit Overview** outlining the instruction and activities that will take place in each component of the Additional Language and Literacy time in a given unit. It also contains suggested grouping for each component.
- **Sample Calendar** suggesting when to begin an ALL Block unit and when to take flex days to support alignment between the ALL Block and the module lessons.
- **Teacher and student materials for each component, organized in the order they will be used, including:**
 - **Teacher Guides:** Each guide contains two 20-minute blocks of teacher-guided instruction for a component, differentiated for different levels, including English language learners (ELLs).
 - **Teacher-Guided Student Activity Cards:** Students complete these activity cards with teacher support during the 20-minute teacher-guided instruction. Cards are differentiated.
 - **Student Task Cards:** Each task card contains two days of tasks for a component. Students complete these task cards independently. Task cards are not differentiated, to enable students to provide peer support and coaching.
 - **Additional Printed Materials:** These may include game pieces or texts students will need either during teacher-guided instruction or when working independently.

Key for ALL materials (for teacher reference only; students do not need to know what these symbols mean):

- = Below grade level
- = On grade level
- ◆ = Above grade level
- ▲ = English language learners

ALL 4M3 UNIT 1 OVERVIEW



**Reading and Speaking
Fluency/GUM**
L.4.1f, L.4.2c

- Students identify and revise sentence fragments and run-ons.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ●▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)



**Additional Work with
Complex Text**
RI.4.1, RI.4.2, RI.4.5,
L.4.1, L.4.2b

- Students identify the main idea and supporting details of “Revolutionary War, Part I.” All students participate in a Language Dive on Day 4.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)



Independent Reading
RL.4.2, RL.4.10, RI.4.2,
RI.4.10, SL.4.1

- Students read research texts (on topics related to the Revolutionary War) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*



Writing Practice
RI.4.1, RI.4.2, W.4.9b,
L.4.1f, L.4.2b

- Students write a summary of “Revolutionary War, Part I” and practice integrating direct quotes into their writing.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)



**Word Study and
Vocabulary**
L.4.1b, L.4.4b

- Students make nouns by adding the suffixes *-ian*, *-or*, and *-er*. They also learn some spelling rules for adding the suffix *-ing*.
- *ELLs complete the same activities as other students with an additional Mini Language Dive.*
- Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

Unit 1: Overview

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn questions they can ask themselves to identify and correct sentence fragments. They practice using subordinating conjunctions correctly. Learning Target: I can recognize and correct sentence fragments. (L.4.1f) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card 	Additional Work with Complex Text Overview: All students read “Revolutionary War, Part I” and discuss the difference between gist and main idea and the questions they can ask to begin a summary.** Learning Target: I can determine the main idea of a text. (RI.4.1, RI.4.2) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Independent Reading: Student Task Card

****Note:** This ALL Block component assumes students have already read an excerpt of “Revolutionary War,” which happens in Unit 1, Lesson 2 of the module lessons.

(continued)

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 3 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, all students review how to summarize a text. They then find the main idea and arrange the supporting details for “Revolutionary War, Part I.” Learning Target: I can summarize a text, using key details to support the main idea. (RI.4.2) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card Questions to Ask When Summarizing a Text anchor chart “Revolutionary War, Part I” Summary chart Supporting Details from “Revolutionary War, Part I” (■▲), (●◆) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice identifying and correcting sentence fragments. Learning Target: I can recognize and correct sentence fragments. (L.4.1f) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card Day 2 sentence cards 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

Unit 1: Overview

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn questions they can ask themselves to identify and correct sentence run-ons. They practice using coordinating conjunctions to join independent clauses. Learning Target: I can recognize and correct run-on sentences. (L.4.1f, L.4.2c) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students follow a task card to practice orally integrating direct quotes into a summary. Learning Target: I can summarize a text, using key details to support the main idea. (RI.4.2) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • “Revolutionary War, Part I” Quote Sort 	Independent Reading Overview: All students follow a task card to read and respond to a prompt. Learning Target: I can use the 5 W’s to explain what I have learned through research reading. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, all students participate in a Language Dive on a compelling sentence from the “Revolutionary War, Part I” Summary chart. This supports the student learning in Unit 1, Week 2: Writing Practice where students write a summary of “Revolutionary War, Part I.” Learning Targets: I can understand and practice using complex English language structures. (L.4.1) I can understand and practice using language structures that convey chronology. (L.4.1) I can understand and practice using language structures for summarizing. (RI.4.2, RI.4.5, L.4.2b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Language Dive Guide: Supporting Detail from “Revolutionary War, Part I” Language Dive Chunk Chart: Supporting Detail from “Revolutionary War, Part I” Language Dive Sentence Strip Chunks: Supporting Detail from “Revolutionary War, Part I” 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice identifying and correcting sentence fragments and run-ons. Learning Target: I can recognize and correct run-on sentences and fragments. (L.4.1f, L.4.2c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Day 4 sentence cards 	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use these days to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		

(continued)

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students review the criteria for an effective summary and begin a summary of “Revolutionary War, Part I.” Learning Targets: I can explain the main idea of an informational text. (RI.4.2) I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b) I can write in complete sentences. (L.4.1f) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Teacher Guide Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■●▲), (◆) Text Structures and Ways to Begin a Summary 	Word Study and Vocabulary Overview: All students follow a task card to play a game with words that end in <i>ian</i> , <i>-or</i> , <i>-er</i> , and <i>-ist</i> . Learning Target: I can practice using words that end in <i>ian</i> , <i>-or</i> , <i>-er</i> , and <i>-ist</i> . (L.4.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Student Task Card What Am I? word cards 	Independent Reading Overview: All students follow a task card to independently read and log their reading. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10/RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Independent Reading: Student Task Card

(continued)

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students practice using the suffix <i>-ian</i> , <i>-or</i> , <i>-er</i> , and <i>-ist</i> and forming nouns. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program. Learning Target: I can practice using the suffixes -ian, -er, and -or to make nouns. (L.4.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■▲), (●◆) 	Writing Practice Overview: Students follow a task card to complete a first draft summary of “Revolutionary War, Part I.” Learning Targets: I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b) I can write in complete sentences. (L.4.1f) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10/RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 9 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, students practice using direct quotes in summaries. Learning Targets: I can summarize a text using details from the text. (RI.4.1, RI.4.2, W.4.9b) I can correctly use quotes from the text in my writing. (L.4.2.b) I can write in complete sentences. (L.4.1f) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Word Study and Vocabulary Overview: I can correctly add the suffix <i>-ing</i> to words. Learning Target: I can correctly add the suffix -ing to words. (L.4.1b, L.4.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a reading prompt. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.4.10/RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

Unit 1: Overview

ALL 4M3 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, all students practice adding the suffix <i>-ing</i> to words. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program. Learning Target: I can correctly add the suffix <i>-ing</i> to words. (L.4.1b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Writing Practice Overview: Students follow a task card to revise an existing summary of “Revolutionary War, Part I” or “An Incomplete Revolution” (from the module lessons). For more challenge, students can write a new summary of <i>Colonial Voices</i> . Learning Targets: I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b) I can correctly use quotes from the text in my writing. (L.4.2.b) I can write in complete sentences. (L.4.1f) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share within the group. Learning Target: I can listen carefully and ask questions of others about their free choice reading. (RL.4.2/RI.4.2, RL.4.10/RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 11	FLEX DAY Use these days to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



Reading and Speaking Fluency/GUM

Unit 1, Week 1 : Teacher Guide



Daily Learning Targets

Day 1

- I can recognize and correct sentence fragments. (L.4.1f)

Day 3

- I can recognize and correct run-on sentences. (L.4.1f, L.4.2c)

Teaching Notes

- In this unit, students focus on GUM rather than Reading and Speaking Fluency. They work on recognizing and forming complete sentences. Students will continue to work with **L.4.1f** and forming complete sentences in Language Dives throughout 4M3.
- On Day 1, students learn questions they can ask themselves to recognize and correct sentence fragments. On Day 3, students learn how to recognize and correct sentence run-ons. Note: Students worked with coordinating conjunctions in 4M2 Unit 2, Lesson 11.
- On Day 2, students will sort sentence cards with sentence fragments and complete sentences in independent groups. On Day 4, students will sort sentence cards with sentence fragments, run-ons, and complete sentences. Consider augmenting or substituting current sentence cards with sentence cards that contain errors from students' writing. Keep the errors anonymous, but consider meeting with students privately to make sure they are aware of and able to correct their own pervasive errors.
- **Differentiation:**
 - On Day 1, students will require varying levels of support with the activity card, and some will get further than others. To provide heavier support, invite students to point out examples of and define terms introduced in earlier modules: subject, verb, predicate. Consider focusing on Part II and charting student examples and then labeling the parts of the sentence. Omit Part III.
 - On Day 3, students will require varying levels of support with the activity card, and some will get further than others. If students require more practice with sentence fragments from Day 1 and Day 2, consider adding that practice here. To provide heavier support, focus on step 4 and chart student examples. Label the parts of each charted sentence. Omit step 5.
- **In advance:**
 - Add to the Writing Complete Sentences anchor chart on Day 1 and Day 3. See supporting materials.
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Writing Complete Sentences anchor chart (begun in Module 1; added to in advance; see supporting materials)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency passage (one per student)
- ✓ Writing Complete Sentences anchor chart (begun in Module 1; added to in advance; see supporting materials)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1:

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the questions added to the **Writing Complete Sentences anchor chart** and read the first question:
 - “Do I have a subject with a predicate?”
- Direct students' attention to the **Parts of Speech anchor chart** and review *predicate*, *verb*, *subject*, and *noun*.
- Invite students to complete Part I 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.
- Debrief answers to Part I.
 - ▲: Consider strategically grouping students to compare these English features with home language features.
- Use the third sentence in Part I to introduce the terms:
 - *subordinating conjunction* (a conjunction that introduces a subordinate or dependent clause)
 - *dependent clause* (a clause with a subject and verb that depends on the main clause to make sense)
- Remind students that they worked with coordinating conjunctions in Module 2 and that they will work with them again on Days 3–4 this week.
- Use Part II to introduce the term *independent clause* (a clause with a subject and verb that expresses a complete thought; a sentence) and help students learn or translate the meaning of different subordinating conjunctions. Chart student exemplars if productive.
- If time permits, ask students to provide their reasoning in Part III.

- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:

Conversation Cue: *“Who can explain why your classmate came up with that response?”*

- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 2’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

Instruction for Day 3:

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card and fluency passage**. Review learning targets.
- Invite students to complete steps 1–2 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.
- Debrief student answers for steps 1–2. Introduce the term *run-on* (when two or more independent clauses are incorrectly joined). Review the term *independent clause* (a complete sentence with a subject and predicate) and *coordinating conjunction* (a word that joins two closely related independent clauses) and the acronym FANBOYS.

▲: Consider strategically grouping students to compare these English features with home language features.

- Review the **Writing Complete Sentences anchor chart** and read aloud the third question:

“Do I have two or more independent clauses?”

- Invite students to complete step 4 with a partner. After a few minutes, invite pairs to share out their ideas.
- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:

Conversation Cue: *“Who can explain why your classmate came up with that response?”*

- Invite students to complete step 5 individually.
- If time permits, invite students to practice making up and correcting their own run-on sentences.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 4’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Teacher-Guided Student Activity Card (■●◆▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can recognize and correct sentence fragments. (L.4.1f)

Day 3:

- I can recognize and correct run-on sentences. (L.4.1f, L.4.2c)

Student Materials

Day 1 and Day 3:

- ☒ Writing Complete Sentences anchor chart (begun in Module 1)

Directions:

Day 1

Your teacher will guide you through the activities on this card.

PART I

Questions I can ask myself to check for complete sentences

Do I have a subject with a predicate?

If not → add a subject or predicate

Practice:

1. *The angry American colonists.*

This sentence is missing: subject / verb / neither

Turn and talk: How would you fix this sentence?

2. *Met and discussed the new laws.*

This sentence is missing: subject / verb / neither

Turn and talk: How would you fix this sentence?

3. *When the British fired on the American colonists.*

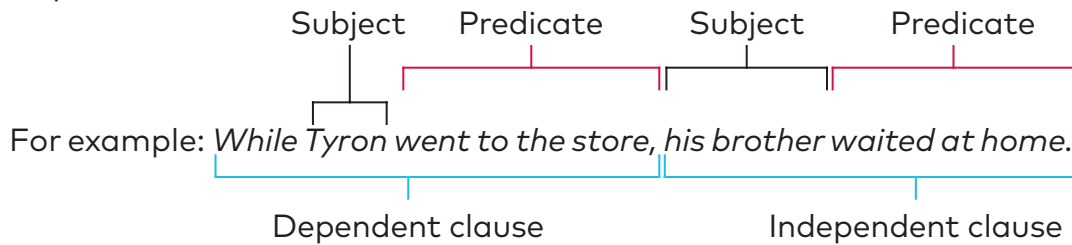
This sentence is missing: subject / verb / neither

Turn and talk: How would you fix this sentence?

Choose one of the sentences above and write it correctly here:

PART II

1. With a partner, practice saying a complete sentence out loud. Use a word or phrase from each column.



Subordinating Conjunction		
When	Tyron went to the store	+ your own independent clause (subject with predicate)
If		
Because		
Before		
While		
Whenever		

PART III

Make at least two different sentences by connecting a dependent clause to an independent clause that makes sense. You may use a clause more than once.

Dependent clause with subordinating conjunction		Find an independent clause that makes sense. (Hint: Not all the choices are independent clauses.)
After the students ate lunch		they went out to play.
If the students ate lunch		drank water.
When the students ate lunch		the teachers.
		they washed their hands.
Before the students ate lunch		the teachers ate their lunch.

Day 3

Your teacher will lead you through the activities on this card.

1. Whisper read each sentence below:

- The colonies were far away from Britain, and they were used to running their own affairs.

- The colonies were far away from Britain, they were used to running their own affairs.

- The colonies were far away from Britain. They were used to running their own affairs.

2. With a partner, discuss which of these sentences is written correctly and put a star next to it. (*Hint: There may be more than one.*) Be prepared to explain your reasoning.

3. Read the "Questions I can ask myself to check for complete sentences."

Do I have two or more independent clauses?

If so → Are my independent clauses joined by a coordinating conjunction?

If so → Should I use a period or add a coordinating conjunction?

4. Practice using coordinating conjunctions aloud:

Independent clause	Coordinating conjunction	Choose the independent clause that fits best with the coordinating conjunction.
<i>Tyron went to the store,</i>	<i>so</i>	he isn't here right now. then he went to the movies.
	<i>and</i>	then he ate it. he bought eggs.
	<i>or</i>	he forgot to bring his wallet. maybe he went to his friend's house.
	<i>but</i>	he bought eggs. he forgot to bring his wallet.

5. Correct the following run-on sentences. You may use a period or insert a coordinating conjunction (e.g., *and*, *but*, *or*, *yet*, *so*).

Example: *The students ate their lunch ^{so} they are ready for recess.*

The students ate their lunch they enjoyed it very much.

The students ate their lunch some of them didn't have time for dessert.

The students ate their lunch the teachers were alone in their classrooms.

MORE CHALLENGE:

Write your own run-on sentence and then correct it.



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Writing Complete Sentences Anchor Chart

L.4.1f

Teacher Directions: Write the following bolded additions on chart paper. Add Questions #1 and #2 for Day 1 and #3 for Day 3.

A complete sentence:

- Has a subject with a predicate and expresses a complete thought
- Begins with a capital letter
- Ends with an end mark—a period, question mark, or exclamation point

Examples

William Carlos Williams was a poet.

This short poem helps us understand the beauty of the common wheelbarrow.

If the sentence is not complete, it's either a fragment or a run-on sentence. Avoid fragments and run-on sentences in formal writing.

A fragment is missing either a subject or a predicate, so it is not a complete thought.

Examples

Fragment	Complete Sentence
Inspired by everyday objects and the lives of common people.	
William Carlos Williams about the things he knew.	

A run-on sentence has more than one subject with a predicate, but the subjects with predicates are joined without correct punctuation or a conjunction.

Examples

Run-on Sentence	Complete Sentence
He made notes about things he had heard he wrote poems about them.	
My favorite poem by William Carlos Williams is "The Woodthrush" I like to watch birds.	

(Add before Day 1 instruction)

Questions I can ask myself to check for complete sentences

1. Do I have a subject with a predicate?

If not → add a subject OR add a predicate

Example: Wrote to Benjamin Franklin. → I wrote to Benjamin Franklin.

2. Does my sentence start with a subordinating conjunction?

If so → join it to an independent clause (before or after with a comma) OR remove it

Example:

When I wrote to Benjamin Franklin. → I was nervous when I wrote to Benjamin Franklin.

When I wrote to Benjamin Franklin, he wrote back.

I wrote to Benjamin Franklin.

(Add before Day 3 instruction)

3. Do I have two or more independent clauses?

If so → Are my independent clauses joined by a coordinating or subordinating conjunction?

If so → should I use a period or add a coordinating or subordinating conjunction?

Example:

They fought the Patriots won. → They fought. The Patriots won.

They fought, and the Patriots won.

Because they fought, the Patriots won.



Additional Work with Complex Text



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can determine the main idea of a text. (RI.4.1, RI.4.2)

Day 3:

- I can summarize a text, using key details to support the main idea. (RI.4.2)

Student Materials

Day 1:

- ☒ "Revolutionary War, Part I"
- ☒ Criteria of an Effective Summary anchor chart

Day 3:

- ☒ "Revolutionary War, Part I" Quote Sort
- ☒ Scissors
- ☒ "Revolutionary War, Part I" Summary chart
- ☒ Glue stick

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.

This week you will work on summarizing "Revolutionary War, Part I."

1. With your group, discuss the following questions:

- What is a summary?
- What questions do you ask yourself when you summarize a text?
"I ask myself _____."

2. Read "Revolutionary War, Part I" aloud. You may choose one person to read or take turns reading paragraphs.

3. Discuss the gist and main idea with a partner:

- What is the difference between gist and main idea?
"The gist is _____ while the main idea is _____. For example, _____."
- How might a gist or a main idea be important to a summary?

Identify the gist and the main idea.

The Revolutionary War started as a fight for basic rights but ended up in a fight for independence.	Is this the gist or the main idea? Why do you think that?
This text is mostly about the important events that happened before the Revolutionary War. It also talks about the people who helped lead the revolution.	Is this the gist or the main idea? Why do you think that?

MORE CHALLENGE:

Write down three questions you ask yourself when you summarize a text. Refer to the Criteria of an Effective Summary anchor chart to help you.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Sort the quotes.

- Cut apart the quotes on the "Revolutionary War, Part I" Quote Sort.
- With a partner, read aloud each quote. Ask yourself:
 - Does this illustrate an important supporting detail in the text? (Hint: Reread the supporting details you pasted onto your summary chart.) Does the quote help the reader better understand one of those details? Does it say it in an interesting way?
 - If the answer is yes, put the quote in a "yes" pile. If the answer is no, put the quote in a "no" pile.

2. Attach one quote.
 - Choose one quote from your "yes" pile.
 - Use a glue stick to glue it onto your "Revolutionary War, Part I" Summary chart.
 - Draw a line to the supporting detail it supports.
3. Using the "Revolutionary War, Part I" Summary chart and the paragraph frame, talk through your summary with a partner. Try to say what you might write if you were writing the summary. When you want to insert the direct quote next to a supporting detail it supports, say something like: "The text states ..."

Summary paragraph frame:

In "Revolutionary War, Part I" the author explains the events that led to _____.

The main idea of the text is _____.

The text begins by explaining _____. (supporting detail 1)

The text says _____. (supporting detail 2)

But the text says _____. (supporting detail 3)

Then _____. (supporting detail 4)

According to the text, _____. (supporting detail 5)

The text concludes by explaining _____. (supporting detail 6)

Remember, when you want to insert the direct quote next to a supporting detail it supports, say something like: "The text states ..."

MORE CHALLENGE:

Choose another quote from your "yes" pile. Practice your summary aloud again, inserting the second quote.



Additional Work with Complex Text



Unit 1, Week 1, Day 3: "Revolutionary War, Part I" Quote Sort

Name: _____ **Date:** _____

Directions: Cut apart these quotes and sort them into two piles.

"Yes"—this quote illustrates an important supporting detail and says it in an interesting way.

"No"—this quote gives a fact but doesn't support an important supporting detail.

The Americans were outraged.	Britain established its first colony in North America in 1607.
The French and Indian War (1754–63) changed that.	These were Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia
These measures only served to unite the colonists.	About 1.5 million colonists lived there.
In 1770, a raggedy crowd of people taunted some British soldiers.	But they were ready to fight if it became necessary.



Independent Reading



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my research reading text independently for 12 minutes. (RI.4.10)

Day 3:

- I can use the 5 W's to explain what I have learned through research reading. (RI.4.10)

Day 4:

- I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)

Student Materials

Days 1–4

- ☒ Research reading text
- ☒ Independent reading journal
- ☒ Vocabulary log

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to complete this task.

1. Read your research reading text independently for 12 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical vocabulary about the topic in the back. Be prepared to share any new vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Days 3

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: Use the 5 W's to explain what you have learned through research reading today: Who? What? Where? When? Why? Be prepared to share your response with your group.

Days 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned.
 - "I've learned _____. For example, _____."
 - "Something I have learned is _____. For instance, _____."

- Share two new vocabulary words and their meanings.
 - "A new word for me is _____. It means _____. For example, you could say: _____." (your own sentence with the word)
 - Group: Listen and think about what else you would like to know about this person's text. Prepare a question.
- 5. Timekeeper: Set a 2-minute timer.
- 6. Group: Take turns asking the facilitator questions.
 - "When you said _____, what did you mean?"
 - "How does _____ relate to _____?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
- 7. Repeat steps 4–6 with each person in the group.
 - If time permits, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can summarize a text, using key details to support the main idea. (RI.4.2)

Day 4

- I can understand and practice using complex English language structures. (L.4.1)
- I can understand and practice using language structures that convey chronology. (L.4.1)
- I can understand and practice using language structures for summarizing. (RI.4.2, RI.4.5, L.4.2b)

Teaching Notes

- On Day 2, students review the parts of a summary and identify the supporting details of “Revolutionary War, Part I.” Students arrange the supporting details in order on the “Revolutionary War, Part I” Summary chart. Students will use this summary chart to write a paragraph in Writing Practice: Week 2, Days 1–4.
- On Day 4, all students participate in a Language Dive centered on summarizing language. This helps students write their summaries of “Revolutionary War, Part I” in Writing Practice: Week 2, Days 1–4. The sentence for the Language Dive was chosen because students may use it when they write their summaries (see rationale in the Language Dive Guide: Supporting Detail from “Revolutionary War, Part I”).
- Recall that the Language Dive format has been modified to reflect a more student-centered approach (see Unit 1 Overview).
- **Differentiation:**
 - For Day 2, Supporting Details from “Revolutionary War, Part I” is differentiated. To provide lighter support, allow students to find and write their own supporting details. To provide heavier support, work with students to take the supporting details in note form and turn them into complete sentences so they can more easily write their paragraphs in Writing Practice: Week 2, Days 1–4.
 - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the task card.
- **In advance:**
 - Day 2: Create the Questions to Ask When Summarizing a Text anchor chart. Consider adding additional student ideas from the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card on Day 1.
 - Day 4: Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs.

Additional Language and Literacy Block

- Day 4: Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 7 module lesson) as necessary.
- Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Questions to Ask When Summarizing a Text anchor chart (new; teacher-created; see supporting materials)
- ✓ “Revolutionary War, Part I” Summary chart (one per student)
- ✓ Supporting Details from “Revolutionary War, Part I” (one per student)
- ✓ Scissors (one per student; used by students to separate supporting details)
- ✓ Glue (one per student, used by students to adhere supporting details to chart)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: Supporting Detail from “Revolutionary War, Part I” (for teacher reference)
- ✓ Language Dive Chunk Chart: Supporting Detail from “Revolutionary War, Part I” (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: Supporting Detail from “Revolutionary War, Part I” (one to display)
- ✓ “Revolutionary War, Part I” (from module Lesson 2; one per student)

Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Direct students’ attention to the **Questions to Ask When Summarizing a Text anchor chart**.
- Direct students to complete steps 1–2 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Distribute the **“Revolutionary War, Part I” Summary chart**.
- Discuss the first set of questions on the Questions to Ask When Summarizing a Text anchor chart:
 - “What kind of text is it? What is its structure? What is its purpose?”

- Review how *text structure* can help one summarize a text. Ask:

“How can knowing the structure of a text help you with the summary?” (Knowing the structure of the text can help you find the main idea. For example, if you know it is cause and effect text about a war, then you know the main idea is going to include the war and the causes of it. Because “Revolutionary War, Part I” is a chronological text, we know it will describe how it started and ended.)

“What is the structure of this text? What, in the text, makes you think so?” (chronological; it talks about the order of events and uses dates and words such as “then”)
- Discuss the next set of questions on the anchor chart:
 - “What is the main idea? What idea does the author want me to walk away with?”
- Ask:

“What is the main idea of this text?” (The Revolutionary War started as a fight for basic rights but ended up in a fight for independence.)
- Invite students to write the main idea on the appropriate box on the “Revolutionary War, Part I” Summary chart.
 - ▲: If needed, write the main idea on sticky notes and allow students to paste it or paraphrase it on the chart.
- Discuss the next question on the anchor chart:
 - “What key details support the main idea?”
- Tell students they will now look for key supporting details for “Revolutionary War, Part I.”
- Distribute **Supporting Details from “Revolutionary War, Part I.”** Tell students they will use these details to write a paragraph in Writing Practice: Week 1, Days 1–4. Some of the details are already in sentences. For the ones that are not in sentences, they will turn them into complete sentences when they write their paragraph in Writing Practice.
- Invite students to cut with **scissors**, sort, and then use **glue** to paste the supporting details onto the “Revolutionary War, Part I” Summary chart.
- When a few minutes remain, discuss the difference between quoting and paraphrasing and the last question on the Questions to Ask When Summarizing a Text anchor chart.
- Collect the Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**. Tell students they will have an opportunity to practice choosing good quotes. Provide a model of a good quote to quote directly (e.g., “These measures only served to unite the colonists”) and a less effective quote (e.g., “By the early 1760s, there were 13 colonies”).

Instruction for Day 4

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully because it will help them learn more about the American Revolution. It will also help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.

Additional Language and Literacy Block

- Instruct students to work with a partner on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: Supporting Detail from “Revolutionary War, Part I,”** **Language Dive Chunk Chart: Supporting Detail from “Revolutionary War, Part I,”** and **Language Dive Sentence Strip Chunks: Supporting Detail from “Revolutionary War, Part I”** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction. For example, if students wonder why the author used quotation marks, start with the fourth chunk.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (■●◆▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can summarize a text, using key details to support the main idea. (RI.4.2)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can understand and practice language structures that convey chronology. (L.4.1)
- I can understand and practice language structures for summarizing. (RI.4.2, RI.4.5, L.4.2b)

Student Materials

Day 2:

- ☒ Questions to Ask When Summarizing a Text anchor chart
- ☒ "Revolutionary War, Part I"
- ☒ "Revolutionary War, Part I" Summary chart
- ☒ Supporting Details from "Revolutionary War, Part I"
- ☒ Scissors
- ☒ Glue

Day 4:

- ☒ "Revolutionary War, Part I"

Directions:

Day 2

Your teacher will guide you through the activities on this card.

1. Whisper read the questions on the Questions to Ask When Summarizing a Text anchor chart.
2. Take out "Revolutionary War, Part I" and discuss the text using each question on the anchor chart with a partner.
3. Fill in the first two columns of the "Revolutionary War, Part I" Summary chart. Cut and paste the Supporting Details from "Revolutionary War, Part I" to help you.

Day 4

Your teacher will lead you through the activities on this card.

Then the British passed the Intolerable Acts, and the text says these “took away many of Massachusetts’ rights of self-government.”

1. With a partner:

- Take turns reading the sentence aloud.
- Discuss the gist of the sentence.
- Write two questions you have about the sentence. Your questions could be about words you would like to know more about or phrases you are wondering about.

2. With a partner, use the sentence frame to talk about the sequence of two different events in “Revolutionary War, Part I.”

The British fought the French. Then the British _____.

3. With a partner, say the Language Dive sentence in your own words.

4. Discuss with your group:

- How does this sentence add to your understanding of events that led to the Revolutionary War?
- How did this event affect the colonists?

5. Create a timeline of some events leading to the American Revolution and how they affected colonists. Draw an arrow from the events and their effects listed in the box to each number on the timeline.

Then the British passed the Intolerable Acts.	So the colonists protested.
First, the British collected taxes.	These "took away ... self-government."

1	2	3	4
---	---	---	---

6. With a partner, use the sentence frame to talk about the sequence of two events in "Revolutionary War, Part I." This time, insert an interesting or unique quote.

The British fought the French. Then the British _____, and the text says "_____."

MORE CHALLENGE:

Complete the sentence frame again. This time, use different language for *Then* and *the text says*.



Additional Work with Complex Text



Unit 1, Week 1, Day 2: Questions to Ask When Summarizing a Text Anchor Chart

(RI.4.2)

Questions to Ask When Summarizing a Text

What kind of text is it?

What is its structure?

What is its purpose?

What is the main idea?

What idea does the author want me to walk away with?

What key details support the main idea?

(Usually one per paragraph or one or two per section)

Are there any phrases important enough or interesting enough to quote directly?

(Usually two or three—must state an important detail in an interesting way and not just a fact)



Additional Work with Complex Text



Unit 1, Week 1, Day 2: "Revolutionary War, Part I" Summary Chart (■●◆▲)

Name: _____ **Date:** _____

"Revolutionary War, Part I"	Supporting Details (What explicit information from the text supports your thinking about the main idea?):
Main Idea (What is the big idea the author wants you to take away?): <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	1.
	2.
	3.
	4.
	5.
	6.
Direct Quote from the text (What phrase or sentence from the text do you want to quote directly?) (to be completed on Day 3) 	



Additional Work with Complex Text



Unit 1, Week 1, Day 2: Supporting Details from "Revolutionary War, Part I" (■▲)

Name: _____ **Date:** _____

Directions: Below are the supporting details from "Revolutionary War, Part I." Some are in complete sentences and some are in note form.

1. Cut them out.
2. Whisper read them. If helpful, sketch the meaning next to each one.
3. Assemble them in the order in which they appear in the text.
4. Paste them onto your "Revolutionary War, Part I" Summary chart.

The British passed the Intolerable Acts, and the text says these "took away many of Massachusetts' rights of self-government."

British vs. French in war

War=\$\$

British taxed Americans

Taxes unpopular

Americans protest → British government repealed some taxes but made new ones (example: tea)

Colonists = aware of the power. Kept opposing taxes and had demonstration (example: Boston Tea Party).

First Continental Congress

Wanted peace but would fight

The actions of the British were too much for the Americans, and they banded together.



Additional Work with Complex Text



Unit 1, Week 1, Day 2: Supporting Details from "Revolutionary War, Part I" (●◆)

Name: _____ **Date:** _____

Directions: Below are the supporting details from "Revolutionary War, Part I." Some are in complete sentences, and some are in note form. Two of them you will fill in yourself.

1. Cut them out.
2. Whisper read them. If helpful, sketch the meaning next to each one.
3. Assemble them in the order in which they appear in the text.
4. Paste them onto your "Revolutionary War, Part I" Summary chart.

The British passed the Intolerable Acts, and the text says these "took away many of Massachusetts' rights of self-government."

British vs. French in war

War=\$\$

British taxed Americans

Supporting detail #2

Colonists=aware of the power. Kept opposing taxes and had demonstration (example: Boston Tea Party).

Supporting detail #6

The actions of the British were too much for the Americans, and they banded together.




Additional Work with Complex Text



Unit 1, Week 1, Day 4: Language Dive Guide: Supporting Detail from "Revolutionary War, Part I"

Notes	<p>Modifications from Modules 1–2:</p> <ul style="list-style-type: none"> ■ In addition to teacher-led questions and answers as in Modules 1–2, there are suggested language goals that students should try to understand and apply for each chunk. (Consider referring to the range of questions students might ask one another in Questions We Can Ask during a Language Dive in the Appendix.) ■ This format attempts to encourage students to take more of the lead in the conversation and to build greater independence by taking an inquiry-based approach to language in general, and the selected sentence in particular. ■ This format provides greater freedom to choose how to help students understand the suggested language goals. <p>Continue to employ a number of approaches to enable students to understand these goals, including grappling, displaying a list of the language goals for students to consider, asking questions, and using Conversation Cues, or a combination of these approaches. At the same time, draw on your understanding and experience of Language Dives from Modules 1–2 as you work with the new format.</p>
Sentence	<p>[Then] the British passed the Intolerable Acts, and the text says these “took away many of Massachusetts’ rights of self-government.” (from paragraph 6 of “Colonial Opposition” in “Revolutionary War, Part I,” by EL Education)</p>
Rationale	<p>This supporting detail is compelling because it contains language useful for summarizing and for sequencing events chronologically, as well as for considering sentence fragments. These features help address the Daily Learning Target and RI.4.2, RI.4.5, L.4.1f, L.4.2b. The supporting detail connects to the guiding question by showing how an event leading to the American Revolution affected people in the colonies. Note that the linking word <i>then</i> has been added to the original version of this supporting detail from “Revolutionary War, Part I.” The addition of this sequencing language is designed to help students see one way that a supporting detail can be inserted cohesively into a summary of “Revolutionary War, Part I.” Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the</p>

	highlighted focus structure <i>Then the British passed.</i> Based on student need and time, consider adding days for extended conversation and practice with the structure and the text says . After discussing this structure, students practice using it to sequence events in “Revolutionary War, Part I.” Students will apply their understanding of the meaning and structure of this sentence when writing their own summaries in Unit 1, Week 2: Writing Practice and module Lessons 8–11.
Time	15 minutes
Throughout the Language Dive	<ul style="list-style-type: none"> ■ When referring to a chunk on display, point to it or invite students to place their finger by the same chunk. ■ Record and display student discussion next to or underneath each chunk on display for visual reference. ■ Consider referring to the Questions We Can Ask during a Language Dive anchor chart. ■ If productive, invite students to use a translation dictionary and add vocabulary and collocations to their vocabulary log. ■ Students can work on their activity card for each item marked with the icon .
Deconstruct	<p>Use the sentence strip chunks.</p> <ol style="list-style-type: none"> 1. Whole group: Display all chunks, sequenced as a sentence. Read aloud the sentence twice; students read aloud the sentence with a partner. 2. Whole group: Students briefly grapple with the meaning of the sentence and connection to the guiding question or big idea. 3. Whole group: Consider pre-teaching one or two key vocabulary words. 4. Whole group or small group: Display each chunk, chunk by chunk. Students briefly grapple with the meaning of each chunk. Use the chunk chart to guide student grappling. <ul style="list-style-type: none"> — As students discuss the highlighted focus structure, be sure they slow down for extended conversation and practice of the focus structure. See suggested questions and Conversation Cues (underlined) in the chunk chart. — To provide lighter support: Display one or more of the key suggested language goals provided in the chunk chart, or an adaptation of it, to prompt student grappling.

	<p>— To provide heavier support: Consider using visuals or realia to help convey meaning. Use the suggested language goals provided in the chunk chart to pose questions requiring careful consideration. Monitor with total participation techniques and Conversation Cues. Provide think time and invite partners to discuss in English or in home language groups.</p>
Practice (Focus Structure)	<p>5. Small group: Students play with the focus structure in the highlighted chunk using the suggestions in the chunk chart. Refer to the chunk chart for specific Practice suggestions on this sentence.</p>
Reconstruct	<p>6. Whole group: Consider scrambling the chunks. Several students each take a chunk and display it in front of the class, thinking aloud to rearrange themselves to reconstruct the sentence. To provide lighter support, consider also completing this step at the beginning of the Language Dive.</p> <p>7. Whole group: Students reconstruct the meaning of sentence and connection to guiding question, big idea, learning target. Refer to the chunk chart for specific Reconstruct suggestions on this sentence.</p>
Practice (Sentence)	<p>8. Whole group: Students synthesize and play with the sentence. Refer to the chunk chart for specific Practice suggestions on this sentence.</p>



Additional Work with Complex Text



Unit 1, Week 1, Day 4: Language Dive Chunk Chart: Supporting Detail from "Revolutionary War, Part I"

<i>Then the British passed</i>	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ "What does this chunk tell us? <u>Why do you think that?</u>" (Responses will vary.) ■ <i>the British</i>: "Who is this chunk about?" the British government (subject/proper noun) ■ <i>passed</i>: "What did the British do?" (They approved, or voted for, laws. <i>passed</i> has multiple meanings, but we know it means <i>approved</i> because this sentence talks about a law that took away rights. (regular past tense verb) ■ <i>Then</i>: "Reread this first chunk from Paragraph 6 of 'Colonial Opposition' in 'Revolutionary War, Part I.' How is this chunk different?" <i>Then</i> has been inserted at the beginning of this chunk. ■ <i>Then</i>: "Why do you think the author inserted <i>Then</i> at the beginning of this chunk? <u>I'll give you time to think and discuss with a partner.</u>" <i>Then</i> is a linking word that helps sequence events. The author inserted <i>Then</i> to help the reader understand the sequence of events. (adverb/linking word) ■ <i>Then</i>: "<u>Who can explain why your classmate came up with that response? I'll give you time to think and write.</u>" Responses will vary. ■ If productive: "Is this chunk a complete sentence? <u>Why do you think that?</u>" No; it's a fragment because, although it contains a subject + predicate, the use of <i>passed</i> in this sentence must be followed by an object to make sense.
the Intolerable Acts,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ "What did the British pass?" The Intolerable Acts, which were cruel laws the British Parliament passed in 1774 to punish the Massachusetts colonists for protesting taxes, including during the Boston Tea Party. The laws said the colonists could no longer govern themselves. (object) ■ Students can act out the British passing the Intolerable Acts and closing the port of Boston.

	<ul style="list-style-type: none"> ■ If productive: “Is this chunk a complete sentence? <u>Why do you think that?</u>” No, it’s a fragment because it’s only a noun phrase. The first two chunks together are a complete sentence because they contain a subject + predicate.
Practice (Focus Structure)	<ul style="list-style-type: none"> ■ “What event in “Revolutionary War, Part I” happened before the British passed the Intolerable Acts?” The colonists protested British taxes. ■ “So, what does <i>Then</i> tell us?” <i>Then</i> tells us the British passed the Intolerable Acts after the colonists protested taxes. ■ “<u>Can you figure out how we can use <i>then</i> in our writing?</u>” (to signal an event that comes after another event) ■ Students can use the frames with <i>Then</i> to practice talking about the sequence of two different events in “Revolutionary War, Part I”: “The British fought the French. Then the British _____.” — To provide lighter support: “What are other linking words we can use to sequence this event and keep the same meaning?” (Examples: <i>Subsequently, the British passed the acts. Before the British passed the acts, the colonists protested paying taxes.</i>) — To provide heavier support: “I ate breakfast. Then I _____.” Provide word banks for students to use when completing the sentence frames.

and the text says

Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>the text says</i>: “Can you figure out why the writer used this phrase?” To signal that she will insert an interesting or unique quote from “Revolutionary War, Part I.” (subject + verb/predicate) ■ To provide lighter support: “What are other ways to signal a quote?” Examples: <i>the text states, the text begins by explaining, according to the text.</i> ■ If productive: “Is this chunk a complete sentence? <u>Why do you think that?</u>” This chunk is a fragment because, although it contains a subject + predicate, it must be followed by a direct quote to make sense. ■ <i>and</i>: “<u>Can you figure out why the writer added <i>and</i> here?</u>” The writer uses <i>and</i> to signal that she will add another complete sentence directly related to the complete sentence in the previous chunks. (coordinating conjunction) ■ <i>,:</i> “<u>Can you figure out why the writer added the comma before <i>and</i>?</u>” The comma works with the coordinating conjunction <i>and</i> to join two complete sentences into one.
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these “took away

Deconstruct: Language Goals

- *these*: “Who is this chunk about? What does *these* refer to?” The Intolerable Acts. We know this because *these* is a pronoun that can be used to refer to a noun already mentioned. The author would use *they*, not *these*, if she were referring to *the British*. (subject pronoun)
- *took away*: “What did these do?” The acts took something from, or removed something. (phrasal verb)
- “: “What are the curly cues called, and what is their purpose?” They are opening quotation marks. They signal the beginning of the interesting or unique quote from the text. (punctuation)
- If productive: “Is this chunk a complete sentence? Why do you think that?” This chunk is a fragment because, although it contains subject + verb, *took away* must be followed by an object to make sense.

many of Massachusetts’ rights of self-government.”

Deconstruct: Language Goals

- What did these take away?” The acts took away a lot of the ways that people in Massachusetts could make their own laws or lead themselves. The British would control the colonies in most ways. (determiner + preposition + possessive noun + noun + preposition + noun = noun phrase)
- ”: What are these curly cues called, and what is their purpose?” They are closing quotation marks. They signal the end of the quote. We need both opening and closing quotation marks to credit someone else’s writing. (punctuation)
- “What is the interesting or unique quote that the author inserted after *and the text says?*” The quote about taking away rights of self-government.
- If productive: “Is this chunk a complete sentence? Why do you think that?” This chunk is a fragment because it contains only a noun, no verb. Combined with the previous chunk, it is a complete sentence.

Then the British passed the Intolerable Acts, and the text says these “took away many of Massachusetts’ rights of self-government.”

Reconstruct

- “How can you say this sentence in your own words?” Massachusetts could no longer govern itself because of harsh new laws passed by the Parliament. 📝 Step #3
- “Close your eyes and imagine if another country took away our rights of self-government. What would happen? How might you feel?” (Responses will vary.)
- “How does this Language Dive add to your understanding of the guiding question?” The enacting of the Intolerable Acts was another event that had a strong effect on some colonists—denying them self-government—and contributed to starting the Revolutionary War. 📝 Step #4

Practice (Sentence)

- Sketch a timeline of the events leading to the American Revolution and how they affected colonists. 📝 Step #5
- Students can use the frames with *Then* and *the text says* to practice talking about the sequence of two events in “Revolutionary War, Part I” and inserting a quote.
- The British fought the French. Then the British _____, and the text says “_____.” 📝 Step #6
 - To provide lighter support: “Can you say this sentence in a different order? How?”
 - To provide heavier support: Provide a word and quote bank for students to use when completing the sentence frame.
- Language Chunk Wall suggestions:
 - Linking language: **Then the British passed**
 - Nouns and noun phrases and clauses (people, places, things, ideas) **Then the British passed / the Intolerable Acts, / many of Massachusetts’ rights of self-government**
 - Verbs and verb phrases (actions/states of being): **these “took away**
 - Language to introduce dialogue or quotes: **and the text says**

**Additional Work with Complex Text****Unit 1, Week 1, Day 4: Language Dive Sentence Strip Chunks:
Supporting Detail from "Revolutionary War, Part I"**

Then the British passed

the Intolerable Acts,

and the text says

these "took away

many of Massachusetts' rights of
self-government."



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can recognize and correct sentence fragments. (L.4.1f)

Day 4:

- I can recognize and correct run-on sentences and fragments. (L.4.1f, L.4.2c)

Student Materials

Day 2:

- ☒ Writing Complete Sentences anchor chart
- ☒ Day 2 sentence cards (one per pair)
- ☒ Glue stick

Day 4:

- ☒ Writing Complete Sentences anchor chart
- ☒ Day 4 sentence cards (one per pair)
- ☒ Glue stick

Directions

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Review the "Questions I can ask myself to check for complete sentences" on the Writing Complete Sentences anchor chart.
2. Sort the Day 2 sentence cards with a partner.
 - Find a partner.
 - Cut apart the sentence cards.
 - Read and discuss each sentence: Use the "Questions I can ask myself to check for complete sentences" and sort the sentences into two piles—complete sentences or sentence fragments.

3. Paste sentences.

- Use a glue stick to paste sentences into the correct box on the back of this card.

Paste a sentence fragment that is missing a subject here.	Paste a sentence fragment that is missing a predicate here.
Paste a sentence fragment with a subordinating conjunction here.	Paste a complete sentence here.

4. Choose the sentence fragment with the subordinating conjunction and write it correctly here.

MORE CHALLENGE:

Correct another sentence fragment.

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

1. Review the "Questions to ask myself to check for complete sentences" on the Writing Complete Sentences anchor chart.

2. Sort the Day 4 sentence cards with a partner.
 - Find a partner. You may form groups of three, if needed.
 - Cut apart the sentence cards.
 - Read and discuss each sentence: Use the “Questions I can ask myself to check for complete sentences” to sort sentences into piles—complete sentences, sentence fragments, or run-on sentences.
3. Paste sentences.
 - Use a glue stick to paste sentences into the correct box on the back of this card.

Paste a sentence fragment that is missing a subject or a predicate here.	Paste a run-on sentence here.
Paste a sentence fragment with a subordinating conjunction here.	Paste a complete sentence here.

4. Choose one sentence fragment or run-on from the chart and write it correctly here.

MORE CHALLENGE:

Rewrite the complete sentence from the chart above as a sentence fragment or run-on. Explain why it is a sentence fragment or run-on.



Reading and Speaking Fluency/GUM



Unit 1, Week 1, Day 2: Day 2 Sentence Cards

Name: _____ Date: _____

Directions: Cut these sentence cards apart. Then read and discuss them with a partner. Use the “Questions I can ask myself to check for complete sentences” to sort the sentences into two piles—complete sentences or sentence fragments.

While we eat dinner.

When I was 6 years old.

The barking dog.

The students.

He lost his first tooth
when he was 6 years old.

Before going to school.

I usually read before I go
to sleep.

That she wanted to go to
the store.

Lost my pencil.

Wrote a letter.

Played on the swings and
talked to her friend.

When I was 6 years old, I
lost my first tooth.



Reading and Speaking Fluency/GUM



Unit 1, Week 1, Day 4: Day 4 Sentence Cards

Name: _____ **Date:** _____

Directions: Cut these sentence cards apart. Then read and discuss them with a partner. Use the “Questions I can ask myself to check for complete sentences” to sort the sentences into three piles—complete sentences, sentence fragments, or run-on sentences.

While I am at school, my
little brother is at home.

Hugged her grandmother.

That you were scared.

Ate cake at her birthday
party.

The teacher.

Before getting on the bus.

My little brother plays
while I'm at school.

Smiling, the teacher said
hello.

The scared cat.

I love that song I don't
know who sings it.

They argued they shouted
angrily.

I played soccer last night
so I'm tired today.

I wonder who is at the
door.

Alicia plays the piano she
practices a lot.

Playing soccer.

The man who was
shouting angrily.



Reading and Speaking Fluency/GUM

Unit 1, Week 1, Day 2: Day 2 Sentence Cards (*Answers, for Teacher Reference*)

While we eat dinner. <i>Subordinating conjunction</i>	When I was 6 years old. <i>Subordinating conjunction</i>
The barking dog. <i>Missing a predicate</i>	The students. <i>Missing a predicate</i>
He lost his first tooth when he was 6 years old. <i>Complete sentence</i>	Before going to school. <i>Subordinating conjunction</i>
I usually read before I go to sleep. <i>Complete sentence</i>	That she wanted to go to the store. <i>Subordinating conjunction</i>
Lost my pencil. <i>Missing a subject</i>	Wrote a letter. <i>Missing a subject</i>
Played on the swings and talked to her friend. <i>Missing a subject</i>	When I was 6 years old, I lost my first tooth. <i>Complete sentence</i>



Reading and Speaking Fluency/GUM



Unit 1, Week 1, Day 4: Day 4 Sentence Cards (*Answers, for Teacher Reference*)

Unit 1

While I am at school, my little brother is at home. <i>Complete sentence</i>	Hugged her grandmother. <i>Missing a subject</i>
That you were scared. <i>Missing a subject</i>	Ate cake at her birthday party. <i>Missing a subject</i>
The teacher. <i>Missing a predicate</i>	Before getting on the bus. <i>Missing a subject</i>
My little brother plays while I'm at school. <i>Complete sentence</i>	Smiling, the teacher said hello. <i>Complete the sentence</i>
The scared cat. <i>Missing a predicate</i>	I love that song I don't know who sings it. <i>Run on sentence</i>

They argued they shouted
angrily.

Run on sentence

I played soccer last night
so I'm tired today.

Complete sentence

I wonder who is at the
door.

Complete sentence

Alicia plays the piano she
practices a lot.

Run on sentence

Playing soccer.
Missing a subject

The man who was shouting
angrily.

Missing a predicate



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can explain the main idea of an informational text. (RI.4.2)
- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can write in complete sentences. (L.4.1f)

Day 3

- I can summarize a text using details from the text. (RI.4.1, RI.4.2)
- I can correctly use quotes from the text in my writing. (L.4.2b)
- I can write in complete sentences. (L.4.1f)

Teaching Notes

- In this component, students write a paragraph to summarize “Revolutionary War, Part I.” This provides students an opportunity to practice summary writing, a skill they will use in Lessons 8–11 of the module lessons. This task also gives them an opportunity to practice using summarizing language and words that signal chronology from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- On Day 1, students review the criteria for an effective summary and focus statement. Students review text structures they learned in Lesson 3 of the module lessons. Students worked with summary writing in Module 2 in both the module lessons and in the ALL Block. Depending on the needs of your students, you may want to emphasize different criteria for an effective summary.
- On Day 3, students practice using direct quotes in a summary. This lesson assumes students have completed the Marking Quotes homework from module Lesson 4.
- **Differentiation:**
 - On Day 1: To provide heavier support, skip step 3 and/or group write the first two sentences in step 4. To provide lighter support, invite students to share what they wrote for step 4.
 - On Day 3: To provide heavier support, circle all of the errors for students. Then students can explain how to fix them in the margin. To extend the lesson, create a list of quotes from the text and have students identify which ones are strong enough to quote directly and which ones would be good to paraphrase.
- **In advance:**
 - Day 3: Preview the Unit 1, Week 2: Writing Practice: Student Task Card for Day 4 and decide which summary would most benefit students.
 - Prepare materials for independent student groups.

Day 1

- Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- Criteria for an Effective Summary anchor chart (begun in Module 2)
- “Revolutionary War, Part I” Summary chart (begun on Unit 1, Week 1, Day 2: Additional Work with Complex Text; one per student)
- Text Structures and Ways to Begin a Summary (one per student)
- Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- “Revolutionary War, Part I” Summary chart (begun on Unit 1, Week 1, Day 2: Additional Work with Complex Text; one per student)
- Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1:

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and discuss learning targets. Point out that this week students will be focusing on summary writing—a skill they will be assessed on in the End of Unit 1 Assessment in the module lessons.
- Direct students’ attention to the **Criteria for an Effective Summary anchor chart**. Review, if needed.
- Instruct students to retrieve their **“Revolutionary War, Part I” Summary chart** and complete steps 1–2. 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 their ideas for the main idea from step 2.
- Ask:

“How do you start a summary?” (State the title, author [if known], and a brief overview of the text.)
- If productive, use a Goal 4 Conversation Cue to encourage 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.”
- Tell students to begin the **Text Structures and Ways to Begin a Summary** matching activity. Give students time to grapple on their own. If needed, review text structure.
- Invite students to write the opening sentences of their summaries on the bottom of their activity card. Encourage them to use the sentence frames from the chronology text structure on the Text Structures and Ways to Begin a Summary.

▲: Invite students to say their opening sentences aloud to a partner before writing.
- Tell students that tomorrow they will write the rest of the summary on this activity card. Prepare students for the next day’s independent activity using the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task. Remind students that all supporting details from the summary chart must be written in complete sentences.
- Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 2.

Instruction for Day 3:

- Invite students to retrieve their **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets. Remind students that they have been working on a summary of “Revolutionary War, Part I.”
- Instruct students to complete step 1 individually. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Using total participation techniques, guide students through a discussion about using direct quotes in their writing:

“How do you include details from the text when you are writing a summary?” (direct quotes and paraphrasing)

“How do you decide which details to quote directly and which details to paraphrase?” (You use direct quotes only with sentences that explain a major point in the text. Consider providing examples and non-examples to students.)

- If productive, use a Goal 4 Conversation Cue to encourage 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.”

- Review the way authors paraphrase the information and directly quote the information:
 - Use quotation marks right before and right after the exact words from the text.
 - Use a comma before the first quotation mark.
 - Use phrases to show that the words coming next are someone else’s, like: *The author says* or *According to the text*.
- ◆: Ask students to identify two different ways that authors integrate direct quotes. Point to the underlined portion of the text if they need help seeing the way an author can embed direct quotes in a sentence.
- ▲: If needed, review the purpose of quotation marks.
- Invite students to retrieve the **“Revolutionary War, Part I” Summary chart** and complete step 2 of their activity cards and practice saying quotes from the text with one another. If useful, provide additional quotes from “Revolutionary War, Part I” for students to practice integrating.
- ▲ ■: Model or invite a student to model using the introductory phrases whole group first.
- Collect Teacher-Guided Student Activity Cards, but note that students will use them on Day 4.
- Prepare students for Day 4’s independent activity: Walk through the **Unit 1, Week 2: Writing Practice: Student Task Card**. Tell students that tomorrow they will have a chance to revise their summary paragraph. Encourage students to include two direct quotes in their summary paragraph.
- ◆: Encourage students to complete the More Challenge and write a new summary on a literary text. The thinking and the process is the same. However, when they refer to the main idea of a literary text, they will use the word *theme*. It is the big idea that an author is trying to get across.
- Remind students of their learning about summarizing language and words that signal chronology in Unit 1, Week 1, Day 4: Additional Work with Complex Text. Encourage them to use complete sentences in their writing tomorrow. Review as needed.



Writing Practice



Unit 1, Week 2: Teacher-Guided Student Activity Card (■●◆)

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can explain the main idea of an informational text. (RI.4.2)
- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can write in complete sentences. (L.4.1f)

Day 3:

- I can summarize a text using details from the text. (RI.4.1, RI.4.2)
- I can correctly use quotes from the text in my writing. (L.4.2b)
- I can write in complete sentences. (L.4.1f)

Student Materials

Day 1:

- ☒ "Revolutionary War, Part I" Summary chart
- ☒ Criteria for an Effective Summary anchor chart
- ☒ Text Structures and Ways to Begin a Summary

Day 3:

- ☒ "Revolutionary War, Part I" Summary chart

Directions:

Day 1

Your teacher will guide you through the activities on this card.

This week you will write a summary of "Revolutionary War, Part I." Today you will work on the opening sentences.

1. Whisper read the "Revolutionary War, Part I" Summary chart to yourself.

- In "Revolutionary War, Part I" the author explains mainly _____.

- [illegible]

Day 3

1. Read the summary below. The quotes from the text are bolded. The author made some errors when she used direct quotes. Please circle the mistakes and explain in the margin how the author might correct the mistake.

"An Incomplete Revolution" describes how African American slaves fought in both the Loyalist and Patriot armies during the war. The main idea is that, even though they fought in the American Revolution, many black slaves were not given their freedom when the colonies became independent from Britain. Some joined because they wanted freedom from slavery, and others joined because they believed in the cause of the Patriots. The text says, **Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty.** Despite fighting with **"courage and bravery"** slavery did not end when the Patriots won the war. **"Many slaves did not win freedom by fighting for the Americans."** The text concludes with the question: **"When would blacks enjoy the freedoms they had fought so hard to win?"** reminding the reader that slavery continued for a long time after the American Revolution.

2. Using quotes from your "Revolutionary War, Part I" Summary chart, practice saying quotes aloud with a partner. Use one of the introductions below.

The text begins by saying,

The text explains,

According to the text,

The text describes,

For example, the text says,

The text concludes with

MORE CHALLENGE:

Reread your summary from Day 2. Identify two places where you could use a direct quote in your summary. Put a star in those places.



Writing Practice



Unit 1, Week 2: Teacher-Guided Student Activity Card (♦)

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can explain the main idea of an informational text. (RI.4.2)
- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can write in complete sentences. (L.4.1f)

Day 3:

- I can summarize a text using details from the text. (RI.4.1, RI.4.2)
- I can correctly use quotes from the text in my writing. (L.4.2b)
- I can write in complete sentences. (L.4.1f)

Student Materials

Day 1:

- ☒ "Revolutionary War, Part I" Summary chart
- ☒ Criteria for an Effective Summary anchor chart
- ☒ Text Structures and Ways to Begin a Summary.

Day 3:

- ☒ "Revolutionary War, Part I" Summary chart

Directions:

Day 1

Your teacher will guide you through the activities on this card.

This week you will write a summary of "Revolutionary War, Part I." Today you will work on the opening sentences.

1. Whisper read the "Revolutionary War, Part I" Summary chart to yourself.

2. With a partner, try to say the main idea of this text in a different way. Take turns trying to say what the text is about in one or two sentences. Use the sentence frames if needed:

"Revolutionary War, Part I" is mainly about _____.

The main idea of "Revolutionary War, Part I" is _____.

In "Revolutionary War, Part I" the author explains mainly _____.

3. a. With a partner, match the two columns on the **Text Structures and Ways to Begin a Summary**.

b. Write another sentence frame to start a summary.

4. Write the opening sentences of your summary below. (Remember, it should include the title, a brief overview, and the main idea.)

Day 3

Your teacher will lead you through the activities on this card.

1. Read the summary below. The quotes from the text are bolded. The author made some errors when she used direct quotes. Please circle the mistakes and explain in the margin how the author might correct the mistake.

"An Incomplete Revolution" describes how African American slaves fought in both the Loyalist and Patriot armies during the war. The main idea of is that, even though they fought in the American Revolution, many black slaves were not given their freedom when the colonies became independent from Britain. Some joined because they wanted freedom from slavery, and others believed in the cause of the Patriots. The text says, **Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty.** Despite fighting with "courage and bravery" slavery did not end when the Patriots won the war. **"Many slaves did not win freedom by fighting for the Americans."** The text concludes with the question: **"When would blacks enjoy the freedoms they had fought so hard to win?"** reminding the reader that slavery continued for a long time after the American Revolution.

2. Using quotes from your "Revolutionary War, Part I" Summary chart, practice saying quotes aloud with a partner. Use one of the introductions below and/or try to embed a quote into a sentence like the underlined sentence above.

The text begins by saying,

The text explains,

According to the text,

The text describes,

For example, the text says,

The text concludes with

3. Reread your summary from Day 2. Identify two places where you could use a direct quote in your summary and put a star in those places.



Writing Practice



Unit 1, Week 2: Teacher-Guided Student Activity Card (■●◆▲) (Answers, for Teacher Reference)



Daily Learning Targets

Day 1:

- I can explain the main idea of an informational text. (RI.4.2)
- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can write in complete sentences. (L.4.1f)

Day 3:

- I can summarize a text using details from the text. (RI.4.1, RI.4.2)
- I can correctly use quotes from the text in my writing. (L.4.2b)
- I can write in complete sentences. (L.4.1f)

Student Materials

Day 1:

- ✓ "Revolutionary War, Part I" Summary chart
- ✓ Criteria for an Effective Summary anchor chart
- ✓ Text Structures and Ways to Begin a Summary.

Day 3:

- ✓ "Revolutionary War, Part I" Summary chart

Directions:

Day 3

Put quotation marks

Add an introduction

"An Incomplete Revolution" describes how African American slaves fought in both the Loyalist and Patriot armies during the war. The main idea is that, even though they fought in the American Revolution, many black slaves were not given their freedom when the colonies became independent from Britain. It Some joined because they wanted freedom from slavery, and others believed in the cause of the Patriots. The text says, Between 5,000 and 7,000 blacks joined the Continental Army. Some did so because they believed in the ideals of freedom and liberty. Despite fighting with "courage and bravery" slavery did not end when the Patriots won the war. "Many" slaves did not win freedom by fighting for the Americans." The text concludes with the question: "When would blacks enjoy the freedoms they had fought so hard to win?" reminding the reader that slavery continued for a long time after the American Revolution.



Writing Practice



Unit 1, Week 2, Day 1: Text Structures and Ways to Begin a Summary

Name: _____ **Date:** _____

Directions: Read through the text structures in Column A. Then draw a line to match each text structure to the possible sentence frames in Column B. The first one is done for you.

Column A: Text structure	Column B: Possible sentence frames
Description	<p><i>(Name of text)</i> by <i>(name of author)</i> describes the events leading up to ...</p> <p>In <i>(name of text)</i> the author explains the events that led to ...</p>
Chronology	<p><i>(Name of text)</i> by <i>(name of author)</i> compares ... to ...</p> <p>In <i>(name of text)</i> the author shows the differences and similarities between ...</p>
Comparison	<p><i>(Name of text)</i> by <i>(name of author)</i> describes ...</p> <p>In <i>(name of text)</i> the author illustrates ... describes ...</p>
Cause/Effect	<p><i>(Name of text)</i> by <i>(name of author)</i> explains the causes of ...</p> <p>In <i>(name of text)</i> the author states what caused ...</p>



Word Study and Vocabulary



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can practice using words that end in *-ian*, *-or*, *-er*, or *-ist*. (L.4.4b)

Day 3:

- I can correctly add the suffix *-ing* to verbs. (L.4.1b)

Student Materials

Day 1:

- ☒ What Am I? word cards (one per pair)
- ☒ Scissors
- ☒ Dictionary

Day 3:

- ☒ N/A

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.

Suffixes this week: *-ian*, *-or*, *-er*, and *-ist*. Each of these means "having the job of or typical of a specific person." For example: **Historian** is someone whose job it is to record and study history.

1. Prepare for the game.

- Find a partner.
- Cut the list of words in half. Each person takes Words for Partner A or Words for Partner B.
- Cut up the word cards. Ask your partner about the definition of words you don't know, or use a dictionary.

2. Play "What Am I?"

ROUND I

- Partner A will begin.
- Timekeeper sets the timer for 2 minutes.
- Partner A begins.
- Partner A tries to get partner B to say the words on his or her Words for Partner A cards without saying the word.
 - For example: If the word is *singer*, partner A might say, "This word means someone who makes music with his or her mouth" or "This is someone who sings." You CANNOT say, "This is a singer."
- After 2 minutes, switch roles. It is partner B's turn.
- Continue until all of the cards have been guessed.

ROUND II

- Same rules as in Round I, except this time you cannot say ANY part of the word.
- For example: If the word is *singer*, you could say, "This word means someone who makes music with his or her mouth." You CANNOT say, "This is someone who sings."
- Exchange sets of word cards so that each partner has new cards.
- Partner B begins.

MORE CHALLENGE:

If you finish early, cut up the More Challenge Words and shuffle them in with the other cards. Play again.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Read and discuss the Introduction with a partner.

Introduction:

Today you're going to discuss this sentence:

British troops were in Lexington, Massachusetts, **searching** for hidden arms. **Waiting** for the British were 77 minutemen.

The author added the suffix *-ing* to the words **search** and **wait**. How did the author do that?

Rule #1: Just add *-ing* to the end of the verb.

Example: **to search** becomes **searching**
To wait becomes **waiting**

Rule #2: If the verb ends in a silent *-e*, drop the *-e* and add *-ing*.

Example: **to make** becomes **making**

Check your understanding. Discuss the questions below with your partner:

- If you wanted to change *ask* to an *-ing* verb, how would you spell it? Why?
- If you wanted to change *smile* to an *-ing* verb, how would you spell it? Why?

2. Find a new partner. Take turns reading each sentence aloud with the correct word in the blank space.

Add <i>-ing</i> to the verb	Sentence frame
read	I was _____ your book and loving it. _____ your book is my favorite thing to do.
celebrate	We are _____ her birthday right now!
consider	Are you _____ what she said? Will you be _____ what she said?
talk	I was _____ to the doctor on the phone.
takes	She was _____ the dog for a walk last night. While _____ the dog for a walk, she saw her friend.

3. Now go back and write the correct word in each blank in the chart above.

MORE CHALLENGE:

Say and then write an original sentence that uses **two** *-ing* verbs.



Word Study and Vocabulary



Unit 1, Week 2, Day 1: What Am I? Word Cards

Unit 1

Words for Partner A		Words for Partner B	
<u>histori</u> an root word: history	baker root word: bake	govern or root word: govern	singer root word: sing
<u>painter</u> er root word: paint	librarian ian root word: library	farm er root word: farm	wait er root word: wait
<u>teach</u> er root word: teach	act or root word: act	roof er root word: roof	writ er root word: write
<u>cycl</u> ist root word: cycle	pian ist root word: piano	scient ist root word: science	music ian root word: music
<u>babysit</u> ter root word: babysit	garden er root word: garden	conduct or root word: conducts	doctor or

MORE CHALLENGE: Words

politician ian	programmer er
electrician ian	biologist ist
butcher er	florist ist
professor or	dentist ist



Independent Reading



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my free choice reading text independently for 12 minutes. (RL.4.10/RI.4.10)

Day 3:

- I can choose and respond to a prompt about my free choice reading. (RI.4.10/RL.4.10)

Day 4:

- I can listen carefully and ask questions of others about their free choice reading. (RL.4.2/RI.4.2, RL.4.10/RI.4.10, SL.4.1)

Student Materials

Days 1, 2, and 4:

- ☒ Free choice reading text
- ☒ Independent reading journal
- ☒ Vocabulary log

Day 3:

- ☒ Free choice reading texts
- ☒ Independent reading journal
- ☒ Vocabulary log
- ☒ Independent Reading Prompt Bookmarks (two or three sets per group)

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to complete this task.

1. Read your free choice reading text for 12 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Days 3

1. Read your free choice reading text independently for 5 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read)
3. Record any new vocabulary in your vocabulary log.
4. Choose a reading prompt on one of the Independent Reading Prompt Bookmarks. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Days 4

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. The facilitator will go first:
 - Pass your free choice reading text around for the group to look at.
 - Share a summary of the text you have read so far.
 - "The main idea of this text is _____. Three details are _____ and _____ and _____."
 - "Right now, _____ (character) wants _____, but _____ (the problem). So _____."
 - Share a review of the text with reasons to justify your review.
 - "I think this text is _____ (great, boring, exciting, engaging, informative, confusing) because _____. An example of this is _____."

Group: As the facilitator shares, consider what else you would like to know about that person's text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.

4. Group: Ask him or her questions.

- "When you said _____, what did you mean?"
- "Why did you choose to share _____?"
- "Can you say more about _____?"
- "Can you give an example of _____?"

5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- I can practice using the suffixes *-ian*, *-er*, and *-or* to make nouns. (L.4.1b)

Day 4

- I can correctly add the suffix *-ing* to verbs. (L.4.1b)

Teaching Notes

- On Day 2, students focus on using common suffixes to make nouns.
- On Day 4, students are introduced to two more spelling rules for adding the suffix *-ing*. Note: The work students do on Days 3 and 4 will support their spelling of verbs in the progressive tense in a Language Dive in Unit 2 of the module lessons. However, the sentences on the Days 3 and 4 task cards are not progressive tense.
- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Appendix for additional information on Language Dives and for the Questions We Can Ask during a Language Dive anchor chart.
- **Differentiation:** To extend the lesson on Day 2, invite students to take turns orally using the word in sentences. On Day 4, for additional language support for ELLs, use the Mini Language Dive.
- **In advance:** Prepare independent student materials.

Materials

Day 2

- ☑ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Affix List (from Module 1)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (one for display)

Day 4

- ☑ Unit 1, Week 2: Word Study and Vocabulary: Student Task Card (completed on Day 3)
- ☑ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)

Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards** and invite students to retrieve their **Affix List**. Review learning targets.
- Invite students to answer the questions in steps 1–2 individually. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Guide students through the remaining steps on the activity card.
 - ▲: Explain that in English, most job titles are gender neutral. For example, a *teacher* is either a female or male teacher. There are some exceptions (such as *actor* and *actress* and *waiter* and *waitress*), but many people in the United States believe that the use of a gender-neutral title such as *actor* and *server* is more respectful. Invite students to compare this with their home language and culture.
- 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 Day 3's independent activity using the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide models where helpful.

Instruction for Day 4

- Review the completed **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card**. Provide instruction and clarification as needed.
- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Invite students to read the introduction and 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.
- Review and discuss the spelling rules on the activity card as needed.
 - ▲: Mini Language Dive. “When it was over, / Attucks and four other Americans / **lay dead or dying**.”
 - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
 - *lay dead or dying*: “What happened?” / Meaning: Attucks and four other Americans were seriously hurt or dead. *dead* and *dying* are adjectives. Suggested question: “Who does *dead or dying* describe? Why did the author write *dying* instead of *die*?” (verb and adjective)
 - Practice: “The dog lay _____(-ing adjective).”
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”
 - Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “When _____, the dog lay _____(-ing adjective).” Ask:

“What is another way to say this sentence?”

Additional Language and Literacy Block

- Guide students through the activity card. Using a total participation technique, invite responses from the group:

“How do you add -ing to a verb?”

- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:

Conversation Cue: “Who can explain why your classmate came up with that response?”

- Guide students through the remaining steps on the activity card.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



Unit 1, Week 2: Teacher-Guided Student Activity Card (■▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can practice using the suffixes *-ian*, *-er*, and *-or* to make nouns. (L.4.4b)

Day 4:

- I can correctly add the suffix *-ing* to verbs. (L.4.1b)

Student Materials

Day 2:

- ☒ Affix List
- ☒ Dictionary

Day 4:

N/A

Directions:

Day 2

Your teacher will lead you through the activities on this card.

Thomas Hutchinson was a famous **historian** and **governor** of Massachusetts.
John Copley of Massachusetts was a famous **painter**.

Source: "Loyalists"

The words are **"historian," "governor,"** and **"painter."**

1. How are these three words similar? How are they different?

2. Use your Affix List. Break down the words into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
none		-ian or -an	
none		-or	
none		-er	

3. Practice using the suffixes *-ian*, *-or*, and *-er*.

Rule: Use the suffix *-ian* to describe someone who works with or is associated with a specific noun.

Someone who studies history is a	Someone who studies magic is a
---	---------------------------------------

My own example:	Someone from Russia is
-----------------	-------------------------------

Rule: Use the suffix *-er* to change a verb into the person who does that verb.

A person who gardens is a	A person who bakes is a
----------------------------------	--------------------------------

A person who teaches is a	A person who mothers someone is a
----------------------------------	--

Someone who paints is a	My own example:
--------------------------------	-----------------

Rule: Use the suffix *-or* to change a verb with a Latin root into a noun OR with a Latin root.

Someone who **acts** is an

Doc- means to teach or to have special knowledge of something.
So a _____
is someone who has special knowledge of medicine.

Someone who **governs** a state is the

Mot- means to move, so the _____ is the thing that moves a car.

MORE CHALLENGE:

Complete this sentence with a noun that ends in *-ian*, *-or*, or *-er*:

I think a good job is a _____ because _____

_____.

Day 4

Your teacher will lead you through the activities on this card.

Today you're going to discuss a word from this sentence with your group:

"When it was over, Attucks and four other Americans lay dead or **dying**."

From "An Incomplete Revolution"

Review:

Spelling Rule #1: Add *-ing* to the end of the verb.

Example: **to search** becomes **searching**
to wait becomes **waiting**

Spelling Rule #2: If the verb ends in a silent *-e*, drop the *-e* and add *-ing*.

Example: **to make** becomes **making**

New Rules

Spelling Rule #3: For words that end in consonant-vowel-consonant (except *x* and *w*), double the

last letter and add *-ing*

Example: **to sit** becomes **sitting**
to begin becomes **beginning**

Spelling Rule #4: If the word ends in *-ie*, change to *y* and add *-ing*.

Example: **to die** becomes **dying**

1. Discuss with your partner:

- Why is the word *dying* spelled the way it is?

2. Practice:

Verb	Write the verb with -ing	Say the word in a sentence aloud
To reach <i>Hint: Rule #1</i>		He was ...
To stop <i>Hint: Rule #3</i>		She tried ...
To tie <i>Hint: Rule #4</i>		We were ...
To examine <i>Hint: Rule #2</i>		They will be ...
To try <i>Hint: Rule #1</i>		While you were ...

Choose one of the verbs from above and use it in a complete sentence.

MORE CHALLENGE:

Complete these sentences with an *-ing* word.

While I was studying, my brother was _____.

During the movie, she was _____.

While you are at the store, we will be _____.

Timothy is going to eat while she is _____.

_____ movies is very fun!



Word Study and Vocabulary



Unit 1, Week 2: Teacher-Guided Student Activity Card (●◆)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can practice using the suffixes *-ian*, *-er*, and *-or* to make nouns. (L.4.4b)

Day 4:

- I can correctly add the suffix *-ing* to verbs. (L.4.1b)

Student Materials

Day 2

- ☒ Affix List
- ☒ Dictionary

Day 4

N/A

Directions:

Day 2

Your teacher will guide you through the activities on this card.

Loyalist Thomas Hutchinson was a famous **historian** and **governor** of Massachusetts. John Copley of Massachusetts was a famous **painter**.

Source: "Loyalists"

The words are **"historian," "governor,"** and **"painter."**

1. How are these three words similar? How are these three words different?

2. Use your Affix List. Break down the words into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
none		<i>-ian</i> or <i>-an</i>	
none		<i>-or</i>	
none		<i>-er</i>	

3. Practice using the suffixes *-ian*, *-or*, and *-er*.

Rule: Use the suffix <i>-ian</i> to describe someone who works with or is associated with a specific noun.	
Someone who studies history is a	Someone who works in a library
Someone who studies magic	Someone who works with electricity
My own example:	Someone from Russia is

Rule: Use the suffix <i>-er</i> to change a verb into the person who does that verb.	
A person who babysits is a	Someone who paints is a
A person who gardens is a	A person who bakes is a
A person who teaches is a	A person who mothers someone is a
My own example:	My own example:

Rule: Use the suffix -or to change a verb with a Latin root into a noun OR with a Latin root.

Someone who acts is an	<i>Doc-</i> means to teach or to have special knowledge of something. So a _____ is someone who has special knowledge of medicine.
Someone who governs a state is the	<i>Dict-</i> means to say or to speak, so a _____ is someone who speaks orders.
Someone who conducts a train is the	<i>Mot-</i> means to move, so the _____ is the thing that moves a car.

MORE CHALLENGE:

Think of your own nouns that end in -or, -er, or -ian to complete the sentences below.

I would like to be a _____ because _____.

I would not like to be a _____ because _____.

Day 4

Your teacher will lead you through the activities on this card.

Today you're going to discuss a word from this sentence with your group:

"When it was over, Attucks and four other Americans lay dead or **dying**."

From "An Incomplete Revolution"

Review:

Spelling Rule #1: Add *-ing* to the end of the verb.

Example: **to search** becomes **searching**

to wait becomes **waiting**

Spelling Rule #2: If the verb ends in a silent *-e*, drop the *-e* and add *-ing*.

Example: **to make** becomes **making**

New Rules

Spelling Rule #3: For words that end in consonant-vowel-consonant (except *x* and *w*), double the

last letter and add *-ing*.

Example: **to sit** becomes **sitting**

to begin becomes **beginning**

Spelling Rule #4: If the word ends in *-ie*, change to *y* and add *-ing*.

Example: **to die** becomes **dying**

1. Discuss with your partner:

- Why is the word *dying* spelled the way it is?

Verb	Write the verb with <i>-ing</i>	Say the word in a sentence aloud
To reach		He was ...
To stop		She tried ...
To examine		We were ...

To tie		They will be ...
To try		While you were ...
To rob		_____ a bank is ...

Choose two of the verbs from above and use them in a complete sentence.

MORE CHALLENGE:

Complete these sentences with an *-ing* word.

While I was studying, my brother was _____.

During the movie, she was _____.

While you are at the store, we will be _____.

Timothy is going to eat while she is _____.

_____ movies is very fun!



Word Study and Vocabulary



Unit 1, Week 2: Teacher-Guided Student Activity Card (■●◆▲) (Answers, for Teacher Reference)



Daily Learning Targets

Day 2:

- I can practice using the suffixes *-ian*, *-er*, and *-or* to make nouns. (L.4.4b)

Day 4:

- I can correctly add the suffix *-ing* to verbs. (L.4.1b)

Student Materials

Day 2

- ☒ Affix List
- ☒ Dictionary

Day 4

N/A

Directions:

Day 2

- How are these three words similar? How are these three words different?
Responses will vary, but may include: All words are nouns and show a job. They have different endings.
- Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
None	history	<i>-ian</i> or <i>-an</i>	
None	governor	<i>-or</i>	
None	painter	<i>-er</i>	

3. Practice using the suffixes *-ian*, *-or*, and *-er*.

Rule: Use the suffix *-ian* to describe someone who works with or is associated with a specific noun.

Someone who studies **history** is a **historian**.

Someone who works in a **library** is a **librarian**.

Someone who studies **magic** is a **magician**.

Someone who works with **electricity** is an **electrician**.

My own example:
Responses will vary.

Someone from **Russia** is **Russian**.

Rule: Use the suffix *-er* to change a verb into the person who does that verb.

A person who **babysits** is a **babysitter**.

Someone who **paints** is a **painter**.

A person who **gardens** is a **gardener**.

A person who **bakes** is a **baker**.

A person who **teaches** is a **teacher**.

A person who **mothers** someone is a **mother**.

My own example:
Responses will vary.

My own example:
Responses will vary.

Rule: Use the suffix *-or* to change a verb with a Latin root into a noun OR with a Latin root.

Someone who **acts** is an **actor**.

Doc- means to teach or to have special knowledge of something. So a **doctor** is someone who has special knowledge of medicine.

Someone who **governs** a state is the **governor**.

Dict- means to say or to speak, so a **dictator** is someone who speaks orders.

Someone who **conducts** a train is the **conductor**.

Mot- means to move, so the **motor** is the thing that moves a car.

MORE CHALLENGE:

Responses will vary.

Day 4

Verb	Write the verb with <i>-ing</i>	Say the word in a sentence aloud.
To reach	<i>reaching</i>	He was ...
To stop	<i>stopping</i>	She tried ...
To examine	<i>examining</i>	We were ...
To tie	<i>tying</i>	They will be ...
To try	<i>trying</i>	While you were ...
To rob	<i>robbing</i>	_____ a bank is ...

Chose one/two of the verbs from above and use them in a complete sentence.

Responses will vary, but may include: *Robbing a bank is wrong. She tried stopping the rain from coming in, but it didn't work.*

MORE CHALLENGE:

Complete these sentences with an *-ing* word.

Responses will vary, but may include:

While I was studying, my brother was *playing soccer*.

During the movie, she was *screaming*.

While you are at the store, we will be *making dinner*.

Timothy is going to eat while she is *studying for the test*.

Going to the movies is very fun!



Writing Practice



Unit 1, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can write in complete sentences. (L.4.1f)

Day 4:

- I can summarize a text using evidence from the text. (RI.4.1, RI.4.2, W.4.9b)
- I can correctly use quotes from the text in my writing. (L.4.2b)
- I can write in complete sentences. (L.4.1f)

Student Materials

Day 2:

- ☒ "Revolutionary War, Part I" Summary chart
- ☒ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card

Day 4:

- ☒ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card OR Exit Ticket: Summary Writing
- ☒ "Revolutionary War, Part I" OR "An Incomplete Revolution" OR Exit Ticket: *Colonial Voices, Hear Them Speak*
- ☒ Criteria of an Effective Summary anchor chart
- ☒ Lined paper

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Whisper read the "Revolutionary War, Part I" Summary chart to yourself.
2. Continue writing the summary on the Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card.

Use these sentence frames if needed:

<p>In "Revolutionary War, Part I" the author explains the events that led to _____.</p> <p>The main idea of the text is _____.</p>	
<p>The text begins by explaining _____</p>	<p>+ Supporting detail (<i>Hint: be sure to write in a complete sentence</i>)</p>
<p>The text says _____</p>	
<p>Then _____</p>	
<p>After that, _____</p>	
<p>According to the text, _____</p>	
<p>The text concludes by _____</p>	

MORE CHALLENGE:

If you finish early, underline the subject and circle the verb in each of the independent clauses in your summary.

Day 4

Follow the ALL Independent Group Work protocol to complete this task.

1. Decide what summary you will revise today:

"Revolutionary War, Part I" summary (on Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card)

OR

"An Incomplete Revolution" summary (on Exit Ticket: Summary Writing)

OR

MORE CHALLENGE:

You will write a summary of *Colonial Voices* that includes the theme, supporting details, and a conclusion.

2. Retrieve a text to help you:

"Revolutionary War, Part I"

OR

"An Incomplete Revolution"

OR

Exit Ticket: *Colonial Voices, Hear Them Speak*

3. Review the Criteria of an Effective Summary anchor chart. With a partner, discuss what you will add or change in your summary.

"The criterion of an effective summary I'm aiming for is _____.
So I will revise by _____."

"I want to change _____ because _____."

"I want to add _____ because _____."

MORE CHALLENGE:

Discuss your idea for summarizing *Colonial Voices, Hear Them Speak* with a partner:

The _____ (title of the text) _____ by _____ (name of author) _____ illustrates _____. The theme of the text is _____. For example, the text says _____. Then _____. Another example from the text is _____. The text concludes with _____.

4. On paper, rewrite your summary. Try to include two direct quotes in your summary.

If needed, use the sentence frames below:

In _____ the author _____. The main idea of the text is _____.	
The text begins by explaining _____	+ Supporting detail
The text says _____	
Then _____	
After that, _____	
According to the text, _____	
The text concludes by _____	

