

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)

Additional Language and Literacy Block

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 2 OVERVIEW

**Reading and Speaking Fluency/GUM**

RF.4.4, RF.4.4a, RF.4.4b, L.4.3b

- Students are allocated a narrative text fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including using appropriate body, facial, and voice expression.
- *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 Work with Complex Text**

RL.4.1, RI.4.1, RI.4.10, L.4.1, L.4.1f, L.4.4

- Students work with an excerpt from the Declaration of Independence to better understand the reasons that the Patriots wanted to split from Great Britain. 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 both research texts (on topics related to the American Revolution) 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**

RL.4.3, W.4.3

- Students write a first person narrative from the perspective of Abigail in Act II, Scene 1 of *Divided Loyalties*.
- *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**

RF.4.3a, L.4.4b, L.4.4c, L.4.6

- Students analyze two academic vocabulary words (*certain* and *destructive*) and their affixes (using Vocabulary Trees).
- *ELLs complete the same activities as other students with additional Language Dives.*
- Suggested grouping: 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

ALL 4M3 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAYS</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5 ALL Block: Week 1, Day 1	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment. They identify strengths and set goals. Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card 	Additional Work with Complex Text Overview: All students reread the excerpt of the Declaration of Independence, Part I. They also read an additional sentence from the opening of the Declaration of Independence for gist.** Learning Targets: I can read and understand a complex text. (RI.4.10) I can determine the meaning of new vocabulary words, in order to understand the gist of a passage. (L.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, 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 2, Week 1: Independent Reading: Student Task Card
Lesson 6 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, students work more with the excerpt from the Declaration of Independence in order to more fully understand the purpose and structure of the text. They begin a chart that illustrates some of the evidence presented in the Declaration of Independence.	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to a partner. Learning Target: I can help my partner self-assess his or her reading fluency. (RI.4.4) <i>ELLs complete the same activities as other students.</i>	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>

**Note: In this ALL Block component, students work with a text introduced in module Unit 2, Lesson 5.

(continued)

ALL 4M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
	<p>Learning Target: I can read and understand a complex text. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲●), (◆), Evidence Presented in the Declaration of Independence chart Causes Which Impel Us to Separate images 	<p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	<p>Printed Materials:</p> <p>N/A</p>
<p>Lesson 7</p> <p>ALL Block: Week 1, Day 3</p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students learn how to use appropriate body, facial, and voice expression when reading aloud. They then apply this skill to read a new fluency passage fluently.</p> <p>Learning Target: I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.4.4a, RF.4.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Additional Work with Complex Text</p> <p>Overview: All students complete the chart that illustrates some of the evidence presented in the Declaration of Independence and links the evidence to quotes in <i>Divided Loyalties</i>.</p> <p>Learning Target: I can answer questions to show understanding of a text, using details from the text in my answers. (RI.4.1, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Supporting Examples from <i>Divided Loyalties</i> 	<p>Independent Reading</p> <p>Overview: All students follow a task card to read and respond to a prompt.</p> <p>Learning Target: I can explain how the things I have learned through research reading are connected to the module. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

(continued)

ALL 4M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, all students participate in a Language Dive on a complex sentence from First Person Narrative: Act III, Scene 1—William. Learning Targets: I can understand and practice using complex English language structures. (L.4.1) I can use the word while to show a contrast between two ideas. (L.4.1f) I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in <i>Divided Loyalties</i>. (RL.4.1, RI.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Language Dive Guide: First Person Narrative: Act III, Scene 1—William Chunk Chart: First Person Narrative: Act III, Scene 1—William Sentence Strip Chunks: First Person Narrative: Act III, Scene 1—William 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to read/perform their fluency passages aloud to the whole group. Then they self-assess to determine progress. Learning Target: I can read a passage aloud fluently. (RF.4.4) <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 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 9 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students review point of view and prepare to write a first person narrative from the perspective of Abigail in Act II, Scene 1 of <i>Divided Loyalties</i> .** Learning Target: I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of <i>Divided Loyalties</i>. (RL.4.3, W.4.3) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i>	Word Study and Vocabulary Overview: All students follow a task card to play a game to create words by putting together roots and affixes. Learning Target: I can create words using roots and affixes. (L.4.4b, L.4.4c) <i>ELLs complete the same activities as other students</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Student Task Card Word Scramble Game Board 	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 2, Week 2: Independent Reading: Student Task Card

**Note: This ALL Block component assumes students have completed module Unit 2, Lesson 9.

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ALL 4M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
	Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Teacher Guide Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card 		
Lesson 10 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>certain</i> with a focus on the root <i>cert-</i> . 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 use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root <i>cert-</i>. (RF.4.3a, L.4.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●▲), (▲) 	Writing Practice Overview: Students write a first draft of their narrative from the perspective of Abigail in Act II, Scene 1 of <i>Divided Loyalties</i> . Learning Target: I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of <i>Divided Loyalties</i>. (RL.4.3, W.4.3) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, 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

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Additional Language and Literacy Block

ALL 4M3 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, all students examine a first person student exemplar and create a plan for revising their First Person Narrative: Act II, Scene 1—Abigail. Learning Target: I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of <i>Divided Loyalties</i> . (RL.4.3, W.4.3) <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: All students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.4.6) <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
Lesson 12 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>destructive</i> with a focus on the prefix <i>de-</i> . 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 use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix <i>de-</i> . (RF.4.3a, 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: N/A	Writing Practice Overview: Students follow a task card to revise their first person narrative. For more challenge, students may write a first person narrative from a new character's perspective. Learning Target: I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of <i>Divided Loyalties</i> . (RL.4.3, W.4.3) <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 13	FLEX DAY Use this day 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.		



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3:

- I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.4.4a, RF.4.4b)

Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read aloud using accurate body language and facial expression following teacher modeling. Students then apply this to improve their reading fluency of new differentiated passages.
- **Differentiation:**
 - Day 1: Each group of students will read a different excerpt of Act II, Scene 1 of *Divided Loyalties* based on their fluency skills. You may also choose to assign roles to further differentiate (Robert and William have more lines, for example). To provide additional language support, lead ELLs through the Mini Language Dive.
 - Day 3: Each group of students will read a different excerpt of Act II, Scene 1 of *Divided Loyalties* based on their fluency skills. To provide lighter support, assign students new roles within their excerpt or extend the excerpt of the ■▲ group to include all of Act II, Scene 1. To provide heavier language support, lead ELLs through the Mini Language Dive and suggest where they might use body language or facial expressions.
- **In advance:**
 - Prepare the Fluency Self-Assessment Checklist (see Module 1, Unit 2, Week 1: Reading and Speaking Fluency/GUM).
 - Students will be reading the character lines from Act II, Scene 1 of *Divided Loyalties*. Intentionally group students within their large groups. There are five character parts in the ●◆ group. (Note: The part of the Narrator and Ben may be combined into one part.) There are four character parts in the ■▲ group. Students in ■▲ group can each read one sentence of the Narrator part. For both groups, consider reading the Narrator part yourself on Day 1 and having students start their fluency passage on page 26. Students may play multiple parts if needed.
 - Prepare:
 - Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
 - Prepare materials for independent student groups.

Materials

Day 1:

- ✓ *Divided Loyalties* (from module Lesson 1; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 1; one per student)
- ✓ Highlighter (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3:

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency passage (from Day 1; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Invite students to retrieve their copies of **Divided Loyalties** and mark the fluency passage they will use to work on reading fluency.
 - ▲: Excerpt from the beginning of Act II, Scene 1 on page 25 to Abigail’s line on the top of page 28: “Why are we loyal to a country so far away?”
 - ◆ All of Act II, Scene 1
- Invite students to preview the text by silently reading it independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the basic plot points of the appropriate excerpt with students. Point out the opening phrase of Act II, Scene 1—“Tensions are running high in the Barton Household”—and discuss what the tensions in the scene are.
- ▲: Mini Language Dive: “People / on both sides / **are turning on** / each other.” (from William’s lines on page 26)
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *are turning on*: “Doing what?” / Meaning: People are starting to attack each other—physically and verbally. The meaning completely changes if we say *are turning to*. Then it means people are supporting each other instead of attacking each other. This verb must be followed by an object. We can’t say *People are turning on* and have the same meaning. (present progressive phrasal verb; idiom)
 - Practice: “How would we say this if it were happening in the past?” (were turning on)
“How would we say this if it happened for one moment in the past?” (turned on)
 - Reconstruct: Reread the sentence. Ask:
 - “Now what do you think the sentence means?”
 - “How does your understanding of this sentence add to your understanding of the meaning of the scene?”

- Practice: “The Barton family is turning on each other because ____.” “The Barton family is turning to ____ for support.”
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion.
- Invite students to use their **highlighter** to highlight the following focus criteria for this week:
 - “I can read all/almost all of the words correctly.”
 - “I can notice and read punctuation.”
 - “I can use the appropriate tone to express the author’s meaning.”
 - “I can use facial expressions and body language to match the expression in my voice.”
- Tell students that because the fluency passage comes from a play, they will work on using facial expressions and body language to match the expression in their voice—just as a real actor would.
 - ◆: Invite students to chart and compare facial expressions and body language the teacher uses when she reads with facial expressions and body language used by adults in home language readings or speech. Are they all appropriate in each language?
- Choose one character and read through a few of his or her lines three or four times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1.
- Assign parts and invite students to read the passage aloud.
 - ◆ : Consider reading the part of the Narrator yourself or inviting students to take turns each reading a line. Students may not have time to read the entire fluency passage, but make sure each student gets a turn to initially practice reading aloud.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.
 - ◆: Consider posting the following sentence frames:
 - “One of my strengths is ____ because ____.”
 - “My goal is _____. I will achieve it by _____.”
- If time permits, invite students to tell their goals to a partner.
- Tell students they will practice reading the scene together tomorrow. They will have the same parts they had today.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Remind students of the **Fluent Readers Do These Things anchor chart**.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Read a character’s lines from the group’s **fluency passage** and model using your facial expression and body language appropriately.

- Invite students to work independently on 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.
- Debrief step 2. Students can share with a partner or invite a few students to share with the whole group.
- ▲: Mini Language Dive: **“Nonsense!”** (from Robert’s lines on page 29)
 - Deconstruct: Discuss the sentence. Language goals for focus structure:
 - *Nonsense:* “What?” / *Meaning:* William says that Ben will learn about Patriot leaders if the Patriots win, but Robert thinks William’s idea is foolish. Students can grapple with whether this is a complete sentence or a sentence fragment. Even though this looks like a sentence fragment because it is only a noun, it is an acceptable sentence because it is an exclamation. Lines of dialogue and speech will often have exclamations, and the exclamation mark is a good clue that this is a special type of sentence. (exclamation)
 - Practice: “What two words do you see in this word? What are synonyms of this word?”
 - Reconstruct: Reread the sentence. Ask:
 - ***“Now what do you think the sentence means?”***
 - ***“How does your understanding of this sentence add to your understanding of the characters?”***
 - Practice: Invite students to make exclamations (No kidding! Wow!), imperatives (No way!), and interrogations (Why?) with the appropriate facial expression.
- Invite student groups to practice reading their passages aloud, adding facial expression and body language where appropriate.
- As time permits, invite students to practice reading their excerpt with different levels of expression—for example, as a robot and then very expressively.
- As time permits, invite students to switch character roles within the group and reread the passage again.
- Using a total participation technique, invite responses from the group:
 - ***“How do facial expressions and body language help you understand the passages better?” (They help you understand the emotion of the passage.)***
- If productive, cue students to add on to what a classmate said:
 - ***Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”***
- Encourage students to reread their goal from Day 1. Remind them they will have a chance to assess their progress toward this goal on Day 4.
- Prepare students for Day 4’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Consider providing an audio or video recording device for groups to use when they perform the scene.
- Collect Teacher-Guided Student Activity Cards.

**Reading and Speaking Fluency/GUM****Unit 2, Week 1: Teacher-Guided Student Activity Card (■●◆▲)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 1:**

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)

Day 3:

- I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.4.4a, RF.4.4b)

Student Materials**Day 1:**

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist
- ☒ Fluent Readers Do These Things anchor chart
- ☒ Highlighter

Day 3:

- ☒ Fluency passage
- ☒ Sticky notes

Directions:**Day 1**

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

Reading fluency: to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write. "I am good at _____."

3. Discuss with a partner, then write. "I want to get better at _____ because _____."

Day 3

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

1. Reread your lines from the fluency passage in a whisper.
2. Place a sticky note on at least three places where you can use body language or facial expression to match the expression in your voice.

Write the name of the feeling or thought you want to convey.

Add a sketch to the sticky note to help you remember the expression you want to use.

3. If time permits, whisper read your lines again. Practice using body language or facial expression.



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can read and understand a complex text. (RI.4.10)
- I can determine the meaning of new vocabulary words, in order to understand the gist of a passage. (L.4.4)

Day 3:

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.4.1, RI.4.10)

Student Materials

Day 1:

- ☒ Close Reading Note-catcher: Excerpt of the Declaration of Independence, Part I
- ☒ Dictionary

Day 3:

- ☒ Supporting Examples from *Divided Loyalties*
- ☒ Scissors
- ☒ Evidence Presented in the Declaration of Independence chart
- ☒ Glue
- ☒ *Divided Loyalties*

Directions:

Day 1

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

1. With a partner, read the excerpt from the Declaration of Independence out loud **twice**.

Excerpt from the Declaration of Independence

When in the Course of human events, it **becomes necessary** for one people to **dissolve** the political bands which have connected them with another ... a decent respect to the opinions of mankind **requires** that they should **declare** the causes which **impel** them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,--That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government ...

2. Identify the gist: "They" and "them" refer to the Patriots, or the people who are **dissolving** the political bands that connect them to Britain. What are they declaring in the Declaration of Independence?
 - the reasons that they feel they must separate and become a new nation
 - that the king has not been a decent man and he is too political
3. Take turns explaining the gist of the second paragraph. Use your Close Reading Note-catcher: Excerpt of the Declaration of Independence, Part I to help you.
 "The paragraph is basically saying _____ and _____."
4. Determining the meaning of unfamiliar vocabulary: Underline the correct answers below. You may use a dictionary if needed.
 - a. If something becomes *necessary*, it means:
 - a person must do something
 - a person should ignore something
 - b. What does the word *dissolve* mean? (*Hint: Pay attention to the prefix.*)
 - to strengthen
 - to make disappear
 - c. If something is *required*, it means that you have to do it. In this case, what do the Patriots have to do?
 - declare the cause of separation
 - have decent respect for the opinions of mankind
 - d. If they should *declare* the causes that *impel* them to *separation*, what should they do?
 - say aloud the causes that make them feel they must move apart
 - fight against the causes that make them sad

5. Reread the excerpt from the Declaration of Independence. Keep the gist of each section in mind as you read.

MORE CHALLENGE:

Write a synonym above each of the bolded words in the excerpt.

Day 3

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

In pairs:

1. Prepare.
 - Cut apart the three **Supporting Examples from *Divided Loyalties***.
 - Reread the first two columns on the **Evidence Presented in the Declaration of Independence chart**.
2. Match the examples.
 - Stick the Supporting Examples from *Divided Loyalties* into the correct space in the third column of the chart.
 - Explain your choice in the last column. Look up the quote in *Divided Loyalties* if you need help.
3. Reflect.
 - Discuss:

How does reading *Divided Loyalties* help you understand why the Declaration of Independence was written?

"From reading the play I understand ____ and _____. I also can see _____."

MORE CHALLENGE:

Write your reflection below:



Additional Work with Complex Text



Unit 2, Week 1, Day 3: Supporting Examples from *Divided Loyalties*

Name: _____ **Date:** _____

Directions:

Cut these quotes apart and glue them in the correct space on the Evidence Presented in the Declaration of Independence chart.

Evidence from *Divided Loyalties*

Page 11: **William:** Yes, but why are the troops here in Burlington now? We should not have British soldiers watching our every move.

Page 13: **William:** Not everyone is as loyal as you are, Mother. Many think that we should be able to govern ourselves....

Page 12: **William:** Do they treat us like we are part of Great Britain? The Patriot leaders are meeting in Philadelphia to discuss this very point. After all, how much can we pay in taxes, Father?... And with all these taxes, do we get a say in the government?...



Additional Work with Complex Text



Unit 2, Week 1, Day 1: Student Task Card (Answers, for Teacher Reference)



Daily Learning Targets

Day 1:

- I can read and understand a complex text. (RI.4.10)
- I can determine the meaning of new vocabulary words, in order to understand the gist of a passage. (L.4.4)

Day 3:

- I can answer questions to show understanding of a text, using details from the text in my answers. (RL.4.1, RI.4.10)

Student Materials

Day 1:

- ✓ Close Reading Note-catcher: Excerpt of the Declaration of Independence, Part I
- ✓ Dictionary

Day 3:

- ✓ Supporting Examples from *Divided Loyalties*
- ✓ Scissors
- ✓ Evidence Presented in the Declaration of Independence chart
- ✓ Glue
- ✓ *Divided Loyalties*

Day 1:

Underline the correct answers below. You may use a dictionary if needed.

Gist: "They" and "them" refer to the Patriots, or the people who are dissolving the political bands that connect them to Britain. What are they declaring?

- the reasons that they feel they must separate and become a new nation
- that the king has not been a decent man and he is too political
 - a. If something *becomes necessary*, it means:
 - a person must do something
 - a person should ignore something

- b. What does the word *dissolve* mean? (Hint: Pay attention to the prefix.)
to strengthen
to make disappear
- c. If something is *required*, it means that you have to do it. In this case,
what do the Patriots have to do?
declare the cause of separation
have decent respect for the opinions of mankind
- d. If they should *declare* the causes that *impel* them to *separation*, what
should they do?
say aloud the causes that make them feel they must move apart fight
against the causes that make them sad



Additional Work with Complex Text



Unit 2, Week 1, Day 2: Evidence Presented in the Declaration of Independence Chart (*Answers, for Teacher Reference*)

Evidence Presented in the Declaration of Independence			
Causes Which Impel Us to Separate images	Evidence that the British government isn't working	Evidence from <i>Divided Loyalties</i>	
Paste image here	The troops are being housed in private homes and aren't being punished when they commit crimes such as murder.	Page 11: William: Yes, but why are the troops here in Burlington now? We should not have British soldiers watching our every move.	Responses will vary, but may include: This quote clearly illustrates evidence from the Declaration of Independence because <i>William is talking about British soldiers being in their town and watching them.</i>
Paste image here	People are being taxed without a say in their government.	Page 12: William: Do they treat us like we are part of Great Britain? The Patriot leaders are meeting in Philadelphia to discuss this very point. After all, how much can we pay in taxes, Father?... And with all these taxes, do we get a say in the government?...	This quote clearly illustrates evidence from the Declaration of Independence because <i>William says they have no say in the government.</i>

Evidence Presented in the Declaration of Independence			
Causes Which Impel Us to Separate images	Evidence that the British government isn't working	Evidence from <i>Divided Loyalties</i>	
Paste image here	The colonists are not allowed to legislate (make) their own laws.	Page 13: William: Not every-one is as loyal as you are, Mother. Many think that we should be able to govern ourselves....	This quote shows that the colonists weren't able to make their own laws. William says people think they <u>should</u> be able to, which means they weren't.



Independent Reading



Unit 2, 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 explain how the things I have learned through research reading are connected to the module. (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.

Day 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: "How was what you read about today connected to your learning in the module lessons?"

Day 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 their 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 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can read and understand a complex text. (RI.4.10)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can use the word *while* to show a contrast between two ideas. (L.4.1f)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RL.4.1, RI.4.1)

Teaching Notes

- On Day 2, students work more with the first excerpt from the Declaration of Independence (from Lesson 5 of the module lessons and Day 1) to more fully understand the purpose and structure of the text. They complete a chart that illustrates some of the evidence presented in the Declaration of Independence. Students continue to work with excerpts from the Declaration of Independence in the ALL Block (Unit 3, Week 1: Reading Fluency and Unit 3, Week 1: Additional Work with Complex Text) and the module lessons (Lessons 5, 8, and 13). Consider having students collect all of their work with the Declaration of Independence in one folder so they can more easily synthesize their learning across lessons.
- On Day 4, all students participate in a Language Dive centered on L.4.1 and using the conjunction *while*. Students use a sentence from First Person Narrative: Act III, Scene 1—William from module Lesson 9. As the First Person Narrative: Act III, Scene 1—William is being co-constructed with students, be sure to use the sentence from the Language Dive. Students will have an opportunity to use the practice sentence frame (“While _____, it doesn’t mean _____.”) when they write a first person narrative in Unit 2, Week 2: Writing Practice (see rationale in the Language Dive Guide: First Person Narrative: Act III, Scene 1—William).
- Note: These lessons assume that students have completed module Lesson 5.
- **Differentiation:**
 - For Day 2, to provide heavier support, consider completing the chart in home language groups. Consider focusing on one cause to allow time to achieve deeper comprehension. Consider completing the chart, reading it aloud with students, and encouraging them to point out the feature of the image that illustrates the text. Students can then repeat the language they heard as they point to the illustrative feature in the image. Or partially fill in the chart as a model for students. Note: ELLs may have completed an optional Language Dive in Lesson 5 from this excerpt. Encourage them to make connections.
 - 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.

■ **In advance:**

- 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.
- 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 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1, one per student)
- ✓ Evidence Presented in the Declaration of Independence chart (one per student)
- ✓ Causes Which Impel Us to Separate images (one per student)
- ✓ Scissors (one pair per student; used by students to cut apart images)
- ✓ Glue stick (one per student; used by students to attach images to activity card)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4:

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: First Person Narrative: Act III, Scene 1—William (for teacher reference)
- ✓ Chunk Chart: First Person Narrative: Act III, Scene 1—William (for teacher reference)
- ✓ Sentence Strip Chunks: First Person Narrative: Act III, Scene 1—William (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and review the learning target for today.
- Invite students to retrieve their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card** and use the text as they work today.
- Remind students that the Declaration of Independence is an important opinion text from our nation's history. Tell them that the Declaration of Independence, just like any well-written opinion text, presents the “causes” or evidence to support an opinion—in this case, that the British government was not working to secure the rights of the colonists.
- Invite students to answer the questions in 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.
- Debrief predictions students made on step 1 of the activity card. If time allows, invite students to predict a corresponding image, too.

- If productive, cue students to explain others' ideas:
“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)
- Distribute the **Evidence Presented in the Declaration of Independence chart**, the **Causes Which Impel Us to Separate images, scissors, and glue sticks**. Tell students that the Declaration of Independence provided lots of evidence that the colonists needed to “dissolve” their political connection with Great Britain. Students will work with three pieces of evidence today. Invite students to complete the first column of the Evidence Presented in the Declaration of Independence chart using the images.
■▲: Think aloud choosing an image for the first row. Explain what, in the image and in the text on the image, helps you know which piece of evidence it is.
- Debrief whole group. Invite student volunteers to explain which image they placed on each row of the chart.
●◆: Encourage students to identify words and phrases from the text on the image that helped them match the image to the evidence on the chart.
- As time permits, invite students to complete the More Challenge whole group or in pairs.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. Tell students they will be completing the third column on the Evidence Presented in the Declaration of Independence chart using evidence from *Divided Loyalties*. Provide a model as needed.

Instruction for Day 4

- Distribute the **Unit 2, 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. It will help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work independently on step 1 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.
- Use the **Language Dive Guide: First Person Narrative: Act III, Scene 1—William, Chunk Chart: First Person Narrative: Act III, Scene 1—William**, and the **Sentence Strip Chunks: First Person Narrative: Act III, Scene 1—William** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can read and understand a complex text. (RI.4.10)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can use the word *while* to show a contrast between two ideas. (L.4.1f)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RL.4.1, RI.4.1)

Student Materials

Day 2:

- ☒ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card
- ☒ Evidence Presented in the Declaration of Independence
- ☒ Causes Which Impel Us to Separate images
- ☒ Scissors
- ☒ Glue stick

Day 4:

N/A

Directions:

Day 2

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

1. Using what you read in Unit 1 and *Divided Loyalties*, predict what the "causes which impel" the Patriots to separate from Great Britain might be. List at least three things on the next page.

<i>Causes which impel the Patriots to separate</i>
<i>One cause may be that the Patriots don't get ...</i>

2. Match the Causes Which Impel Us to Separate images to the correct description on the Evidence Presented in the Declaration of Independence chart.

Discuss your thinking with a partner. Use the sentence frames to help you:

"This picture looks like the evidence _____ because _____."

"This picture clearly _____ includes _____, which means _____."

MORE CHALLENGE:

The Declaration of Independence lists many pieces of evidence to support the opinion that "whenever any Form of Government becomes destructive" to securing the rights of the people, the people should "alter or to abolish it." Here are a few more. What do you think they are saying in modern English?

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

For cutting off our Trade with all parts of the world:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

Day 4

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

While I am a Patriot, it doesn't mean I enjoy seeing any man being killed, even a Loyalist.

1. Sketch and talk:

a. Sketch the *While* clause (While I am a Patriot ...)

b. Sketch the thing you contrasted with the *While* clause.

2. Think about the excerpt of the Declaration of Independence from Day 1. With a partner, think about how a character from *Divided Loyalties* might think and feel about the excerpt.

Character: _____

How they might think and feel: _____

3. Circle one formula that shows the meaning of the sentence.

Patriot = like to see Loyalists killed

Loyalist = like to see people killed

Patriot ≠ like to see Loyalist killed

Loyalist ≠ like to see people killed

MORE CHALLENGE:

Complete #2 for another character.

MORE CHALLENGE:

Give your partner one word and ask him or her to use that word in the frame (for example, *abolish* or *frightening*).



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can read and understand a complex text. (RI.4.10)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can use the word *while* to show a contrast between two ideas. (L.4.1f)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RL.4.1, RI.4.1)

Student Materials

Day 2:

- ☒ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card
- ☒ Evidence Presented in the Declaration of Independence
- ☒ Causes Which Impel Us to Separate images
- ☒ Scissors
- ☒ Glue stick

Day 4:

N/A

Directions:

Day 2

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

1. Discuss each question with a partner. Circle the correct answer below:
 - a. What is the purpose of the Declaration of Independence?
 - To explain the reasons that the Patriots are going to form an independent nation
 - To declare that the king of Britain should stop making unfair laws

- b. What phrase from the text best explains the purpose?
- "decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."
 - "We hold these truths to be self-evident, that all men are created equal"
- c. What phrase from the opening of the Declaration of Independence explains that this document will present evidence?
- "they should declare the causes which impel them to the separation."
 - "that among these are Life, Liberty and the pursuit of Happiness."

Using what you read in Unit 1 and *Divided Loyalties*, predict what the "causes which impel" the Patriots to separate from Great Britain might be. List at least three things.

Causes which impel the Patriots to separate	What I read that supports my thinking

2. Match the Causes Which Impel Us to Separate images to the correct description on the Evidence Presented in the Declaration of Independence chart.

MORE CHALLENGE:

The Declaration of Independence lists many pieces of evidence to support the opinion that "whenever any Form of Government becomes destructive" to securing the rights of the people, the people should "alter or to abolish it." Here are a few more. What do you think they are saying in modern English?

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

For cutting off our Trade with all parts of the world:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences:

Day 4

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

While I am a Patriot, it doesn't mean I enjoy seeing any man being killed, even a Loyalist.

1. Sketch and talk:

a. Sketch the <i>While</i> clause (While I am a Patriot ...)	b. Sketch the thing you contrasted with the <i>While</i> clause.

2. Think about the excerpt of the Declaration of Independence from Day 1. With a partner, think about how a character from *Divided Loyalties* might think and feel about the excerpt.

Character: _____

How they might think and feel: _____

3. Circle one formula that shows the meaning of the sentence.

Patriot = like to see Loyalists killed

Loyalist = like to see people killed

Patriot ≠ like to see Loyalist killed

Loyalist ≠ like to see people killed

MORE CHALLENGE:

Complete #2 for another character.

MORE CHALLENGE:

Give your partner one word and ask him or her to use that word in the frame (for example, *abolish* or *frightening*).



Additional Work with Complex Text



Unit 2, Week 1, Day 2: Evidence Presented in the Declaration of Independence Chart

Evidence Presented in the Declaration of Independence		
Causes Which Impel Us to Separate images	Evidence that the British government isn't working	Evidence from <i>Divided Loyalties</i> (to be completed on Day 3)
Paste image here	The troops are being housed in private homes and aren't being punished when they commit crimes such as murder.	This quote clearly illustrates evidence from the Declaration of Independence because ...

Evidence Presented in the Declaration of Independence			
Causes Which Impel Us to Separate images	Evidence that the British government isn't working	Evidence from <i>Divided Loyalties</i> (to be completed on Day 3)	
Paste image here	People are being taxed without a say in their government.		This quote clearly illustrates evidence from the Declaration of Independence because ...
Paste image here	The colonists are not allowed to legislate (make) their own laws.		



Additional Work with Complex Text



Unit 2, Week 1, Day 2: Causes Which Impel Us to Separate Images

Directions:

Cut these images apart and glue them in the correct space on the Evidence Presented in the Declaration of Independence chart.



For Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants States.



For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.



For imposing Taxes on us without our Consent.



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Guide: First Person Narrative: Act III, Scene 1—William

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 5, for detailed notes on how the Language Dive format has changed starting in Module 3.
Sentence	While I am a Patriot, it doesn't mean I enjoy seeing any man being killed , even a Loyalist. (from Unit 2, Lesson 9, First Person Narrative: Act III, Scene 1—William, by EL Education)
Rationale	This sentence is compelling and complex because it uses a While clause for thoughts and feelings about the Declaration of Independence to address the Daily Learning Target and RI.4.1, RL.4.1, L.4.1f. The sentence connects to the guiding question by showing how a person's perspective influences her or his opinion. Students should recall the excerpt they read of the Declaration of Independence from Day 1 of Additional Work with Complex Text and consider how the character in their first person narrative might think and feel after reading the same excerpt. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure While I am a Patriot, . Based on student need and time, consider adding days for extended conversation and practice with the structure it doesn't mean . After discussing this structure, students practice using it to express a character's thoughts and feelings about the excerpt from the Declaration of Independence. Note that the sentence is from a group writing sample, not a model, so students may not have seen this exact sentence. However, students can apply their understanding of the meaning and structure of this sentence when expressing characters' thoughts and feelings in the mid-unit assessment and writing their own first person narrative in module Lessons 9–12.
Time	15 minutes
Throughout the Language Dive	Follow the same routines found in Module 3, Unit 1, Lesson 5.

Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; display and distribute the activity card . Follow the same routine found in Module 3, Unit 1, Lesson 5, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus Structure)	
Reconstruct	
Practice (Sentence)	



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Chunk Chart: First Person Narrative: Act III, Scene 1—William

While I am a Patriot,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>I am a Patriot</i>: “Who is what?” / Meaning: I, William. The sentence is about William, who is stating he believes in the Patriot cause. (subject pronoun + predicate) ■ <i>While means though, although, or even though</i> in this chunk, though it has multiple meanings, including <i>during</i>. <i>While</i> signals that this sentence will show a contrast between the idea in the first chunk (<i>I am a Patriot</i>) and a subsequent idea. Students can discuss what they think the contrast might be. (subordinating conjunction) ■ <i>While</i> + subject + predicate makes this a dependent clause that connects this chunk to the subsequent idea. ■ <i>,:</i> The curly cue is a comma. We use a comma to help connect the dependent clause to the independent clause when the dependent clause begins the sentence. ■ Students sketch the <i>While</i> clause. ✎ Step #1a
it doesn't mean	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>it</i>: “What?” / Meaning: <i>it</i> refers to <i>I am a Patriot</i>, to William’s belief in the Patriot cause. (subject pronoun) ■ <i>doesn't mean</i>: “It doesn’t what?” / Meaning: <i>doesn't mean</i> is a contraction for <i>does not mean</i>. <i>Mean</i> has multiple meanings but here can be defined as have as a result or conclusion. (negative verb) ■ This chunk is signaling that the reader should NOT make certain conclusions about William just because he is a Patriot. Students can predict what conclusions William does NOT want us to make. The chunk helps William express the contrast between being a Patriot and another one of his beliefs in the subsequent chunks. ■ This chunk is a fragment because, although it contains subject + verb, the verb <i>doesn't mean</i> must be followed by a noun clause to make sense.

I enjoy seeing any man being killed,

Deconstruct: Language Goals

- *I enjoy*: “Who does what?” / Meaning: *I*, referring again to William. (subject pronoun + verb)
- *seeing any man being killed*: “Enjoy what?” / Meaning: William does not want people to die. The writer uses *any man* instead of writing *men to* emphasize that she doesn’t like death at all. (object; noun phrase)
- This chunk is a dependent clause because, although it contains subject + predicate, it is complementing the verb in the previous chunk, *doesn’t mean*. It is a noun clause that provides necessary information about the verb. Combined with the previous chunk, it creates an independent clause and a complete subsequent idea to contrast with the dependent *While* clause.

even a Loyalist.

Deconstruct: Language Goals

- *even*: *even* is used to emphasize an idea that may be surprising—that William is a Patriot killing Loyalists in the war, but he doesn’t like to kill Loyalists. (adverb)
- *a Loyalist*: “Even who?” / Meaning: William does not enjoy seeing even a Loyalist being killed. (noun phrase)
- This chunk is a fragment because it only contains an adverb and a noun phrase.

While I am a Patriot,

Practice (Focus Structure)

- “While I am a Patriot, _____.”
 - To provide lighter support: Students create a word bank of subordinating conjunctions to use in place of *While* to retain the same meaning (examples: *Although*, *Even though*, *Despite the fact that*).
 - To provide heavier support: Invite students to use their hands to represent the contrasting ideas and the meaning of *while*. (Example: *While* I am a Patriot [one hand out], I miss my Loyalist family [other hand out].)
- Students share the thing that they contrasted with the *While* clause, and then write and sketch the contrast on their activity card. ✂ Step #1b

While I am a Patriot, it doesn't mean I enjoy seeing any man being killed, even a Loyalist.

Reconstruct

- Meaning: William is upset that people from both sides are dying in the war, even though he is a Patriot fighting Loyalists. ↘ Step #2
- Connection to the guiding question: The sentence helps show how William's perspective as a Patriot influences his opinion of the war. His perspective is that he believes in the Patriot cause but also that all life is precious, and so he is conflicted about the war.

Practice (Sentence)

- "While _____, it doesn't mean _____." (Students assume the perspective of the character in their first person narrative. They recall the excerpt of the Declaration of Independence from Day 1 of Additional Work with Complex Text and complete the frame to express the thoughts and feelings of their character.) ↘ Step #3
 - To provide lighter support: Invite students to experiment with the varying thoughts and feelings different characters might offer (e.g., Patriot vs. Loyalist vs. undecided).
 - To provide heavier support: Invite students to use a word bank to select phrases appropriate to how their character might think and feel about the excerpt (examples for Robert: *love William, agree with the Patriot nonsense*).
- Language Chunk Wall suggestions:
 - Language to compare and contrast: **While I am a Patriot,**
 - Language to connect words, phrases, clauses (conjunctions): **While I am a Patriot,**
 - Language to make references: **it doesn't mean**
 - Nouns and noun phrases and clauses (people, places, things): **I enjoy seeing any man being killed,**
 - Language to emphasize: **even a Loyalist.**



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Sentence Strip Chunks: First Person Narrative: Act III, Scene 1—William

While I am a Patriot,

it doesn't mean

I enjoy seeing any man being killed,

even a Loyalist.



Additional Work with Complex Text



Unit 2, Week 1, Day 2: Teacher-Guided Student Activity Card (Answers, for Teacher Reference)



Daily Learning Targets

Day 2:

- I can read and understand a complex text. (RI.4.10)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can use the word *while* to show a contrast between two ideas. (L.4.1f)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RL.4.1, RI.4.1)

Student Materials

Day 2:

- ☒ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card
- ☒ Evidence Presented in the Declaration of Independence
- ☒ Causes Which Impel Us to Separate images
- ☒ Scissors
- ☒ Glue stick

Day 4:

N/A

Day 2

Discuss each question with a partner. Circle the correct answer below:

- What is the purpose of the Declaration of Independence?
 - *To explain the reasons that the Patriots are going to form an independent nation*
 - To declare that the king of Britain should stop making unfair laws
- What phrase from the text best explains the purpose?
 - *"decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."*
 - "We hold these truths to be self-evident, that all men are created equal"

- c. What phrase from the opening of the Declaration of Independence explains that this document will present evidence?

- *"they should declare the causes which impel them to the separation."*
- *"that among these are Life, Liberty and the pursuit of Happiness."*

Using what you read in Unit 1 and *Divided Loyalties*, predict what the "causes which impel" the Patriots to separate from Great Britain might be. List at least three things.

Sample student responses:

Causes which impel the Patriots to separate	What I read that supports my thinking
<i>Even though the colonists followed British laws and paid British taxes, they were not allowed to vote.</i>	<i>"The colonists followed British laws and paid British taxes. But they could not vote in the British government." Pg 4. Divided Loyalties</i>
<i>Colonists felt they were being taxed on too many goods.</i>	<i>"Farmers, shopkeepers, and others feel that they are being taxed on too many goods." Pg. 9 Divided Loyalties</i>
<i>Colonists were upset about the Boston Massacre.</i>	<i>"Even though it happened a few years ago, the fight between the British soldiers and the Patriots has people upset. People call it the Boston Massacre." Pg. 11. Divided Loyalties</i>

2. Match the Causes Which Impel Us to Separate images to the correct description on the Evidence Presented in the Declaration of Independence chart. See *Evidence Presented in the Declaration of Independence chart answer key*.

MORE CHALLENGE:

The Declaration of Independence lists many pieces of evidence to support the opinion that "whenever any Form of Government becomes destructive" to securing the rights of the people, the people should "alter or to abolish it." Here are a few more. What do you think they are saying in modern English?

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. *Sample student response: Nobody but him is allowed to pass laws, but he isn't doing his job.*

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures. *Sample student response: He has called together people to make decisions in situations that are uncomfortable for them, so that they are so tired they just give in to his ideas.*

For cutting off our Trade with all parts of the world: *Sample student response: For stopping us from buying and selling things to people in other parts of the world.*

For depriving us in many cases, of the benefits of Trial by Jury: *Sample student response: Not allowing many of us to have a proper trial when we have done something wrong/broken the law.*

For transporting us beyond Seas to be tried for pretended offences: *Sample student response: For making us travel to other places for a trial when we have done something wrong.*

Day 4

While I am a Patriot, it doesn't mean I enjoy seeing any man being killed, even a Loyalist.

1. Sketch and talk:

<p>a. Sketch the <i>While</i> clause (While I am a Patriot ...)</p> <p><i>Sketch could show a person with the label 'Patriot' or a person who looks like a Patriot</i></p>	<p>b. Sketch the thing you contrasted with the <i>While</i> clause.</p> <p><i>Sketch could show one person trying to hurt another.</i></p>
--	--

2. Think about the excerpt of the Declaration of Independence from Day 1. With a partner, think about how a character from *Divided Loyalties* might think and feel about the excerpt.

Sample student response:

Character: William

How they might think and feel: He would agree with the declaration.

3. Circle one formula that shows the meaning of the sentence.

Patriot = like to see Loyalists killed

Loyalist = like to see people killed

Patriot ≠ like to see Loyalist killed

Loyalist ≠ like to see people killed

MORE CHALLENGE:

Complete #2 for another character.

MORE CHALLENGE:

Give your partner one word and ask him or her to use that word in the frame (for example, *abolish* or *frightening*).



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can help my partner self-assess his or her reading fluency. (RF.4.4)

Day 4:

- I can read a passage aloud fluently. (RF.4.4)

Student Materials

Day 2:

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist
- ☒ Colored pencils or crayons

Day 4:

- ☒ Fluency Self-Assessment Checklist
- ☒ Fluency passage
- ☒ Colored pencil (green)

Directions:

Day 2

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

1. Whisper read fluency passage #1 to yourself.
2. Find a partner who is reading the same passage as you.
3. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
4. Read the text aloud together (at the same time). Focus on the highlighted criteria.
5. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback.
 - Label partner A and partner B.
 - Partner A shares fluency goal for the week.

- Partner A reads aloud fluency passage and partner B listens.
- Partner B shares one star (one thing partner A did well) and one step to work on.
- "You did a good job with _____."
- "Next time, try to _____ because _____."
- Switch, and repeat steps 1–4.

Star	Step

Day 4

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

1. Remember your fluency goal. Read the criteria on your Fluency Self-Assessment Checklist.
2. Choose a partner to listen as you read aloud.
3. As a group, read the fluency passage aloud. If time permits, you may change roles and read the scene again.
4. Beginning with the facilitator, each person in the group gives a star—something they liked about the reading fluency—to their partner.
Example: "I liked how you frowned when you said _____. It made the emotion really clear!"
5. Using a green colored pencil, self-assess where you are with each of the criteria on your checklist by placing a check mark in the appropriate column.

If you have time, share your self-assessment with your partner and explain how you have improved your reading fluency this week.



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Target

Day 1 and Day 3

- I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of *Divided Loyalties*. (RL.4.3, W.4.3)

Teaching Notes

- In this component, students practice narrative writing by writing a first person narrative based on characters from Act II, Scene 1 of *Divided Loyalties*. Narrative writing will be assessed on the End of Unit 2 Assessment. This task also gives students an opportunity to use the conjunction *while* and the sentence frame from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- On Day 1, students review point of view and complete some pre-writing for their first person narratives for Abigail. Note: This lesson assumes students have completed module Lesson 9.
- On Day 3, students create a plan for revising their first person narratives from Abigail's perspective.
- Differentiation:**
 - On Day 1: To provide heavier support, focus on step 2. Omit step 3 or pre-fill in some questions ahead of time on the Questions for Pre-Writing First Person Narratives anchor chart and, as a group, add one or two more.
 - On Day 3: To provide heavier support, omit step 1. Start by asking students to independently read the student exemplar. Then focus on step 3. Consider providing index cards with various options for how the first person narrative might be revised on Day 4. (Example: Abigail feels very angry at the people who smashed the windows of the store. Add more sentences to describe her anger. Or Abigail wishes she could stand up to her parents like William does. Add more sentences that explain what Abigail wants to say to her parents.) Allow students to choose from these options as a framework for their revisions, adding their own details and descriptive language. Consider providing a bank of details, descriptive language, or feeling words for students to choose from. Allow students to keep index cards to use on Day 4.
- In advance:**
 - Day 1: Prepare copies of a student exemplar from Character Analysis Paragraph: Act II, Scene 1—Abigail from module Lesson 4. Consider highlighting the work of a student whose work hasn't been highlighted before.
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Character Analysis Paragraph: Act II, Scene 1—Abigail student exemplar (from module Lesson 4; one per student)

- ✓ Point of View anchor chart (begun in module Lesson 9)
- ✓ Questions for Pre-Writing First Person Narratives anchor chart (new; co-created with students during this lesson)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ First Person Narrative: Act III, Scene 2—Robert student exemplar (one per student, from Lesson 4 of the module lessons)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and the **Character Analysis Paragraph: Act II, Scene 1—Abigail student exemplar**. Review the learning target. Point out that this week students will be focusing on writing first person narratives—a skill they are working on in the module.
- Instruct 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.
 - ◆: Encourage students to find quotes in the text to illustrate their ideas for step 2.
- Briefly review what happens in Act II, Scene 1 of *Divided Loyalties*. (Note: Students read Act II, Scene 1 in Reading Fluency/GUM: Week 1, Days 1–4, so they are familiar with the scene.)
- Direct students' attention to the **Point of View anchor chart** and remind them that in this unit they are writing a first person narrative, or a narrative from the perspective of a character. Today, they will start planning a narrative as if they were Abigail.
- Direct students to complete step 3 on the activity card.
 - ▲■: Model asking a question first.
- Select volunteers to share out. As students share out, capture their ideas on the **Questions for Pre-Writing First Person Narratives anchor chart**. Consider including these questions:
 - “What is my character thinking? How does my character feel? What, in the text, makes me think so?”
 - “What does my character think about the other characters? What, in the text, makes me think so?”
 - “What events is my character reacting to? How can I explain those events?”
 - “How should I end the narrative?”
- As time permits, invite students to complete the More Challenge with a partner.
 - ▲■: If useful, pretend to be Abigail and let the students interview you.
 - After a few minutes, highlight some student thinking. Ensure students understand that Abigail feels conflicted in the scene. She's angry at the men who smashed the windows of the store, but she also doesn't understand why her family is remaining loyal to a country that's so far away.
 - Invite students to think of words to describe this feeling (e.g., torn, confused).
 - Remind students they have a sentence frame from Day 4 of Additional Work with Complex Text that can help them describe a conflicted feeling (“While _____, it doesn't mean _____”).

- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

Instruction for Day 3

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **First Person Narrative: Act II, Scene 1—Abigail** and individually complete step 1 on the activity card. If students have not completed the first person narrative, they can work on it at this time. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - ◆: If useful, students may read a partner's first person narrative. Students may share things their partner did well.
- Distribute the **First Person Narrative: Act III, Scene 2—Robert student exemplar**. Read it aloud and invite students to complete step 2 on the activity card.
- Using total participation techniques, guide students through a discussion of what makes first person narratives effective.

“How did the author use Divided Loyalties when he or she wrote this?” (The author included details from the text.)

“Where do you see a description of how the character feels?” (Responses will vary. Point out common language construction I feel ...)

“How did the author order the events in the narrative?” (Responses will vary. The events should be ordered as they are in the text.)

“How did the author end the narrative?” (Responses will vary. Point out common signal language such as In the end ... or Finally ...)

- If productive, cue students to add on to what a classmate said:
 - “Who can add on to what your classmate said? I'll give you time to think.”***
- After a few minutes, direct students to complete step 3 on the activity card. If students are having trouble thinking of ways to revise, model and think aloud the process and hand out some index cards with options (see Teaching Notes).
- If time permits, co-create a paragraph frame or some sentence frames for an exemplary first person narrative. Use the First Person Narrative: Act III, Scene 2—Robert student exemplar as a guide.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Walk through **Unit 2, Week 2: Writing Practice: Student Task Card**. Remind students of their learning about the conjunction *while* and the sentence frame from Additional Work with Complex Text: Week 1, Day 4. Review as needed.
 - ◆: Encourage students to complete the More Challenge and write from the perspective of a new character.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Target

Day 1 and Day 3:

- I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of *Divided Loyalties*. (RL.4.3, W.4.3)

Student Materials

Day 1:

- ☒ Character Analysis Paragraph: Act II, Scene 1—Abigail student exemplar

Day 3:

- ☒ First Person Narrative: Act II, Scene 1—Abigail
- ☒ Colored pencil (red)
- ☒ First Person Narrative: Act III, Scene 2—Robert student exemplar

Directions:

Day 1

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

This week, you will write a first person narrative of a character from Act II, Scene 1.

1. Whisper read the Character Analysis Paragraph: Act II, Scene 1—Abigail student exemplar to yourself.
2. With a partner, discuss what Abigail might be thinking or feeling in Act II, Scene 1.

Consider these words: determined, defeated, conflicted, torn, confused, worried, angry.

Use these sentence frames if needed:

"Abigail thinks _____ because _____."

"Abigail feels _____ because _____."

"When Abigail says _____, I think she is _____."

"If I were Abigail, I would _____."

- Write two questions you could ask yourself before you begin writing your narrative to help you understand the point of view of the character.

Example: What is my character reacting to?

MORE CHALLENGE:

With a partner, take turns interviewing each other as if you were Abigail.

Day 3

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

- Reread your First Person Narrative: Act II, Scene 1—Abigail. With a red colored pencil, underline different parts of the text that show you have met **at least two** of these criteria from the Narrative Writing Checklist.

Standard	Characteristics of Effective Narrative Writing		
W.4.9	I use some information from what I have read to create the characters, setting, or events in my story.	W.4.3d L.4.3b L.4.6	I include details and choose words carefully to help readers imagine what they might see, hear, taste, smell, or feel if they were there.
W.4.3a	My narrative has a central problem.	W.4.3e	My narrative has a satisfying ending.
W.4.3b L.4.6	I use description to show what characters are doing, thinking, and feeling and how they respond to what happens.	W.4.4	I use a narrative voice that is appropriate to the story I'm telling and engages the reader.
W.4.3c	I organize events in an order that makes sense and use transitional words to show the order of events.		

2. Follow along as your teacher reads the First Person Narrative: Act III, Scene 2—Robert student exemplar. Discuss with your group what you notice about the student exemplar.
 - "I noticed the author _____ and _____. For instance, _____."
 - "This first person narrative met the criterion of _____ because _____."
3. Tomorrow you will revise your first person narrative. Discuss your ideas for revision with a partner. Use the sentence frames to help you.
 - "I liked how the author _____ in the first person narrative about Robert, so I'd like to revise my first person narrative by _____."
 - "I think I _____ very well."
 - "Some words I'd like to change/add are _____."
 - "I'd like to add _____ because _____."
 - "I think I can do a better job at _____ because _____."

MORE CHALLENGE:

Create some paragraph frames or sentence frames to help you write a first person narrative.



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can create words using roots and affixes. (L.4.4b, L.4.4c)

Day 3:

- I can use an academic vocabulary word in context. (L.4.6)

Student Materials

Day 1:

- ☒ Word Scramble Game Board
- ☒ Affix list
- ☒ Dictionary

Day 3:

- ☒ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

Directions:

Day 1

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

Today, you will work with the root *self*. This root means "of, by, or for itself."

Word Scramble Game

1. Prepare:

- Take the Word Scramble Game Board.
- Pair up to read the rules of the game.
- Facilitator: Check that everyone understands how to play.

2. Play:

- Timekeeper sets 5 minutes on the clock.
- Work in pairs to make as many words as you can.
- Record the words you have made in the first column of the table.

3. Share:

- After 5 minutes, share your words with the rest of the group.

4. Write definitions.

- On your own, choose five words. Write what you think the definition of each word is. Look carefully at the roots and the affixes to help you.
- Use a dictionary to check the definitions.

Word	What you think it means	What it actually means (and translation)

MORE CHALLENGE:

- Discuss with your partner: How does the knowing the root *self* help you understand the meaning of the word *self-evident*?
- Use a word with the root *self* in a sentence.

Day 3

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

1. Read the word you studied on Day 2. Say the word aloud three times.
2. Find a partner and discuss what the word means.

3. Underline the sentence that uses the word INCORRECTLY (not correctly).

- He certain the facts and tried to explain them to me.
- I am pretty certain that the movie starts at 4 o'clock, but I'm not sure.
- Unfortunately, we don't know for certain how big the storm will be, so we have to prepare for the worst.

4. Practice using that word in sentences. Say two sentences aloud to your partner using the word. Try to use the word with a noun (*A certain person ...*) and as adjective (*I am certain that ...*).

5. Write two or three sentences using that word below. You can write more sentences if you have time:

MORE CHALLENGE:

If you have time, write more sentences using other *cert-* below. (See the Vocabulary Tree for ideas.)



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Word Scramble Game Board

Directions:

Create as many words as you can by joining together roots and affixes on the grid. Tips:

- This will be challenging! Keep trying to make words until the end of the 5 minutes.
- The words and affixes do not need to be next to each other.
- Some words may have a prefix, a root, and a suffix. Example: dis + obey + s = disobeys
- You can use a dictionary to help you.
- You will have 5 minutes.

un	my	made	evident
control	self		ly
her	pity	ish	interest
your	doubt	ness	portrait



Independent Reading



Unit 2, 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 text. (RL.4.10/RI.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

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.

Day 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.

Day 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 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the root *cert-*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the prefix *de-*. (RF.4.3a, L.4.4b)

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*certain*) with the root *cert-*. On Day 2, students focus on an academic vocabulary word (*destructive*) with the prefix *de-*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of the word and how to use it.
- Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language
- In advance:**
 - Prepare independent student materials.

Materials

Day 2 and Day 4

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

Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Review the chart on the activity card.
- ▲: Mini Language Dive. “We hold these truths to be self-evident, that all men are created equal, **that they are endowed by their Creator with certain unalienable Rights**, that among these are Life, Liberty and the pursuit of Happiness.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *are endowed by*: “What?” / Meaning: Men are given rights. *are endowed* is a passive verb, sometimes followed with *by*, sometimes not. We use passive when we want to take the emphasis off of who does the action and focus on the action. We form passive verbs with *to be* + past participle (e.g., *are endowed*). (passive verb)
 - *their Creator*: “By whom?” / Meaning: The writers believed they were given their rights by their God. Here, the writers wanted to emphasize that they have rights and deemphasize who gave them their rights.
 - Practice: “She was _____(+past participle) by _____.” “They were _____(+ past participle) with _____.”
 - Reconstruct: Reread the sentence. Ask:
 - “*Now what do you think the sentence means?*”
 - “*How does your understanding of the passive verb help you know how the signers of the Declaration of Independence felt about the rights of men?*”
 - Practice:
 - “*Can you restate this sentence in your own words?*”
- Guide students through completing the Vocabulary Tree. Each branch of the tree should be filled out. For “My own sentence with related word” students may write their own sentence or find an additional sentence from the text or another source. Invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence.
 - ◆: Invite students to write several sentences.
- Prepare students for Day 3’s independent activity: Display the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- Review the chart on the activity card.
- ▲: Mini Language Dive. “That **whenever any Form of Government becomes destructive** /of these ends, / it is the Right of the People / to alter or to abolish it, / and to institute new Government....”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *any Form of Government*: “What?”/ *Form of Government* means a type of government, such as a democracy, monarchy, etc. *any* describes the *Form of Government*; it tells us *whichever one*, signaling that the idea in the subsequent chunks will discuss *any* and all types of government. (noun phrase)
 - *becomes destructive*: “Does what?”/ Meaning: begins to cause damage or harm; begins to destroy. (verb phrase)
 - Practice: “Whenever _____ becomes _____, I _____.”
“I _____ whenever _____.”
 - Reconstruct: Reread the sentence. Ask:
“Now what do you think the sentence means?”
 - Practice:
“Can you say this sentence in a different order?”
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Days 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *cert-*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *de-*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

Directions:

Day 2

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

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with **certain** unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

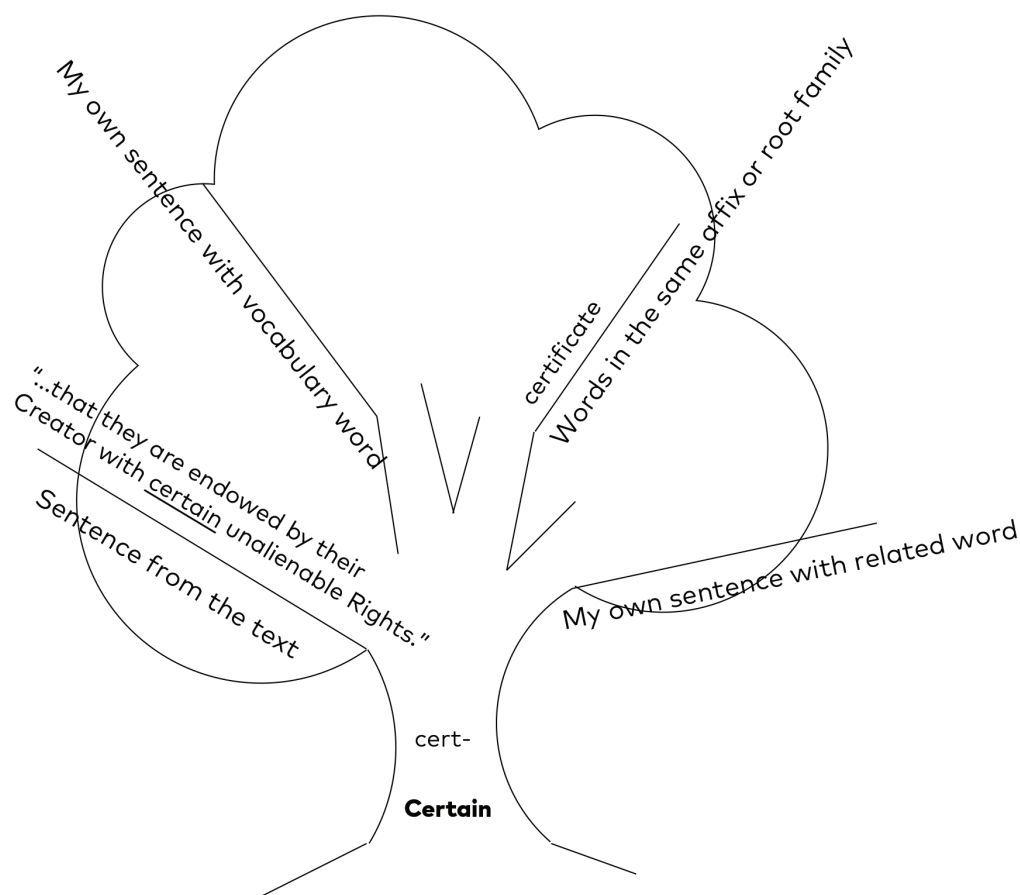
Source: Declaration of Independence

The word is "**certain**."

1. Use your **Affix List**. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	cert-	-ain	Of or pertaining to

2. Complete the Vocabulary Tree for the word **certain**:



Day 4

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

"That whenever any Form of Government becomes **destructive** of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...."

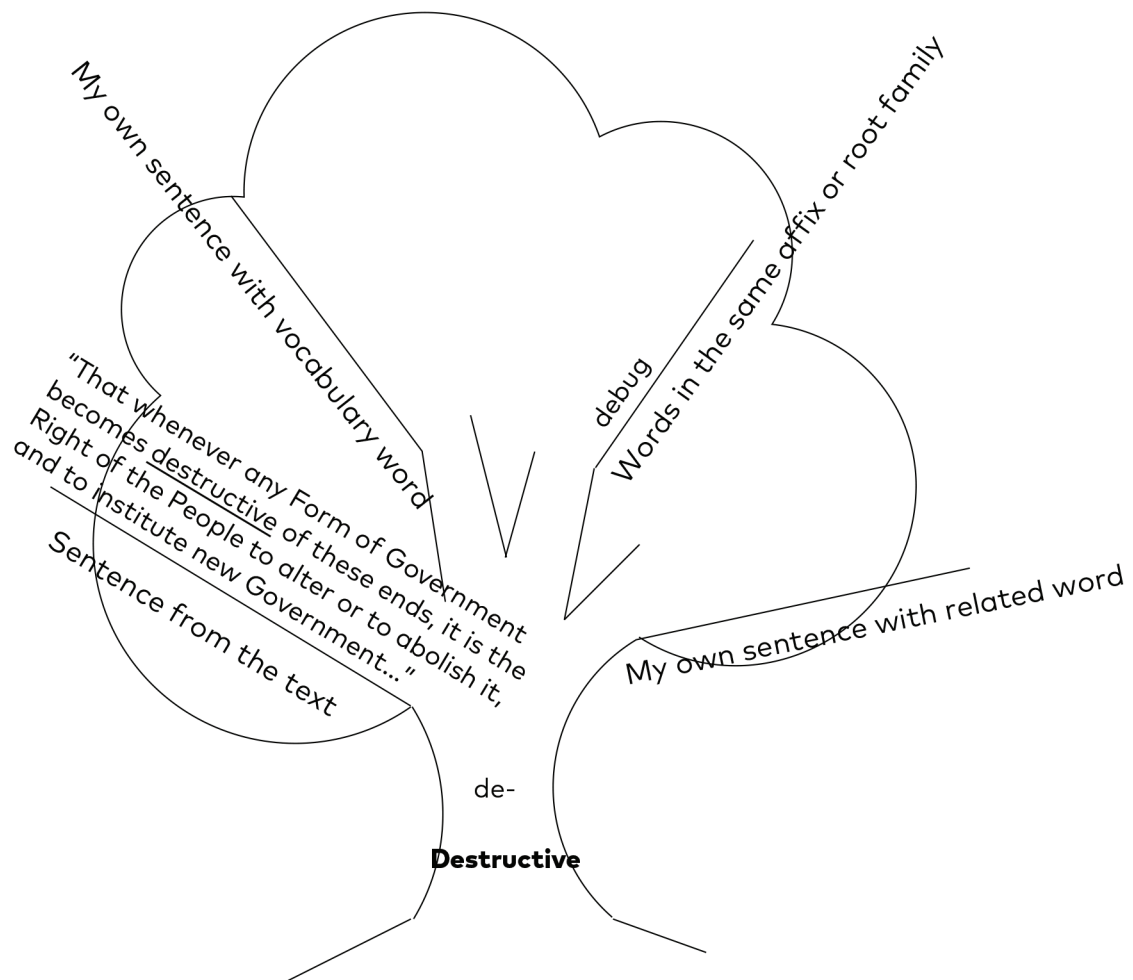
Source: Declaration of Independence

The word is "**destructive**."

1. Use your **Affix List**. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	struct-	-ive means inclined/ tending toward an action	

2. Complete the Vocabulary Tree for the word **destructive**:





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *cert-*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *de-*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

Directions:

Day 2

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

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with **certain** unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

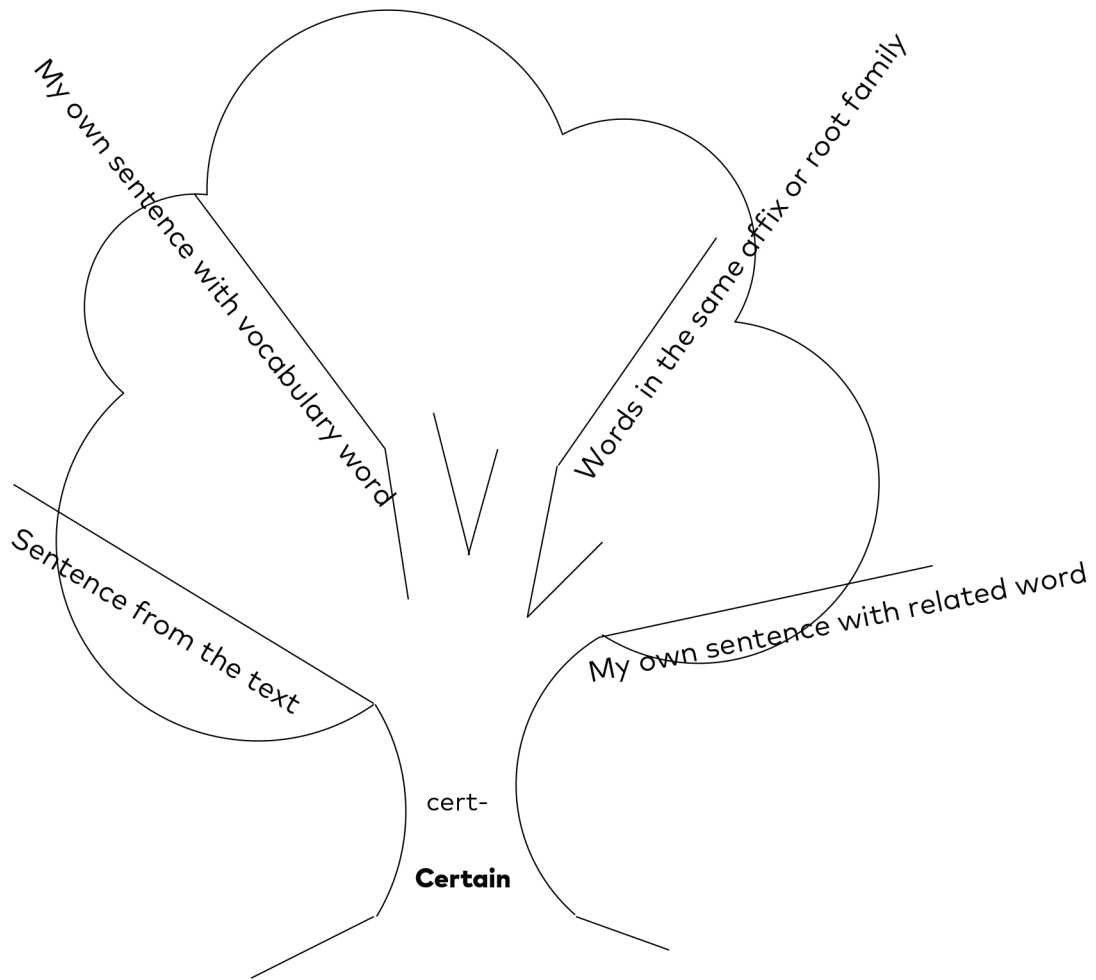
Source: Declaration of Independence

The word is "**certain**."

- Use your **Affix List**. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	cert-	-ain	

2. Complete the Vocabulary Tree for the word **certain**:



Day 4

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

"That whenever any Form of Government becomes **destructive** of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...."

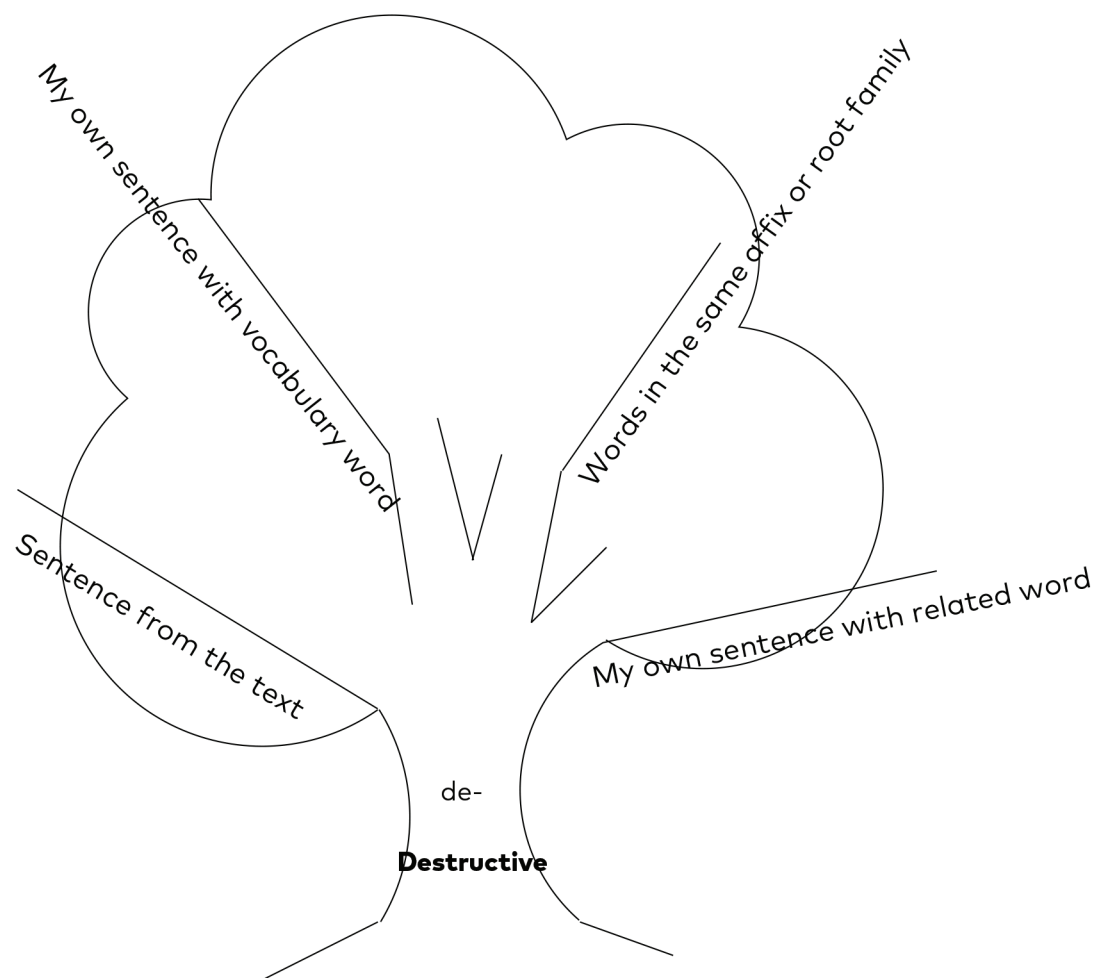
Source: Declaration of Independence

The word is "**destructive**."

1. Use your **Affix List**. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
		-ive means inclined/tending toward an action	

2. Complete the Vocabulary Tree for the word **destructive**:





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *cert-*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *de-*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

Directions:

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

Day 2

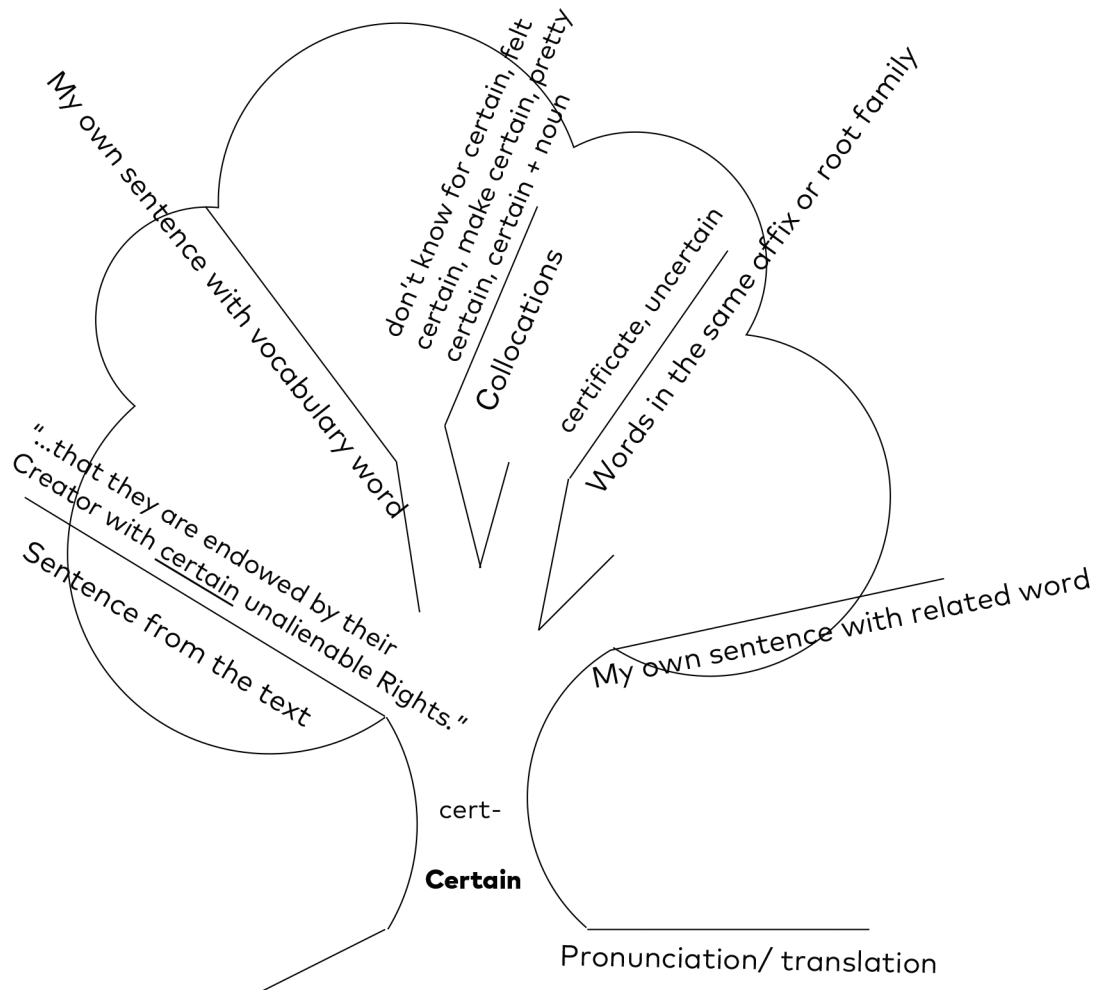
"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with **certain** unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

Source: Declaration of Independence

The word is "**certain**."

- Use your **Affix List**. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	cert-	-ain	of or pertaining to

2. Complete the Vocabulary Tree for the word **certain**:**Day 4**

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

"That whenever any Form of Government becomes **destructive** of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government...."

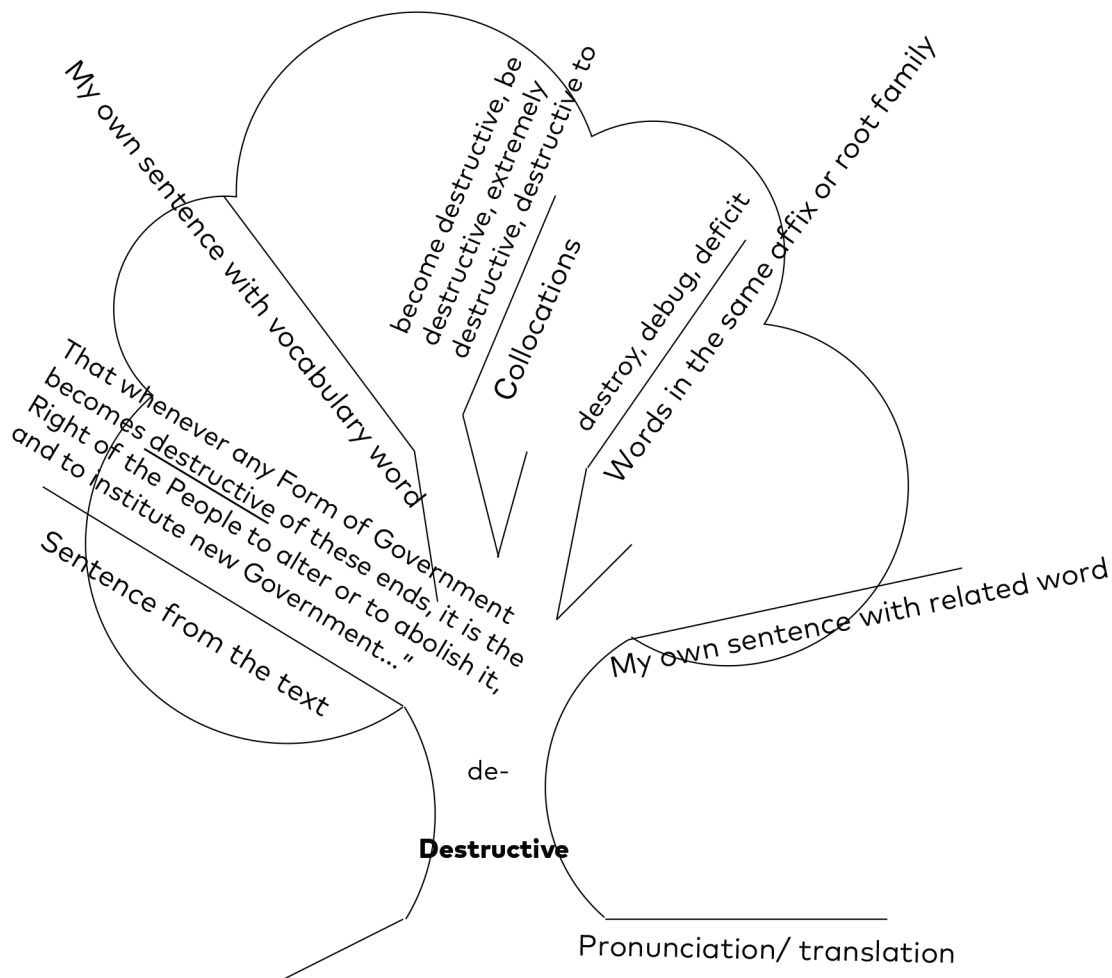
Source: Declaration of Independence

The word is "**destructive**."

1. Use your **Affix List**. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	struct-	-ive means inclined/tending toward an action	

2. Complete the Vocabulary Tree for the word **destructive**:





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *cert-*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *de-*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

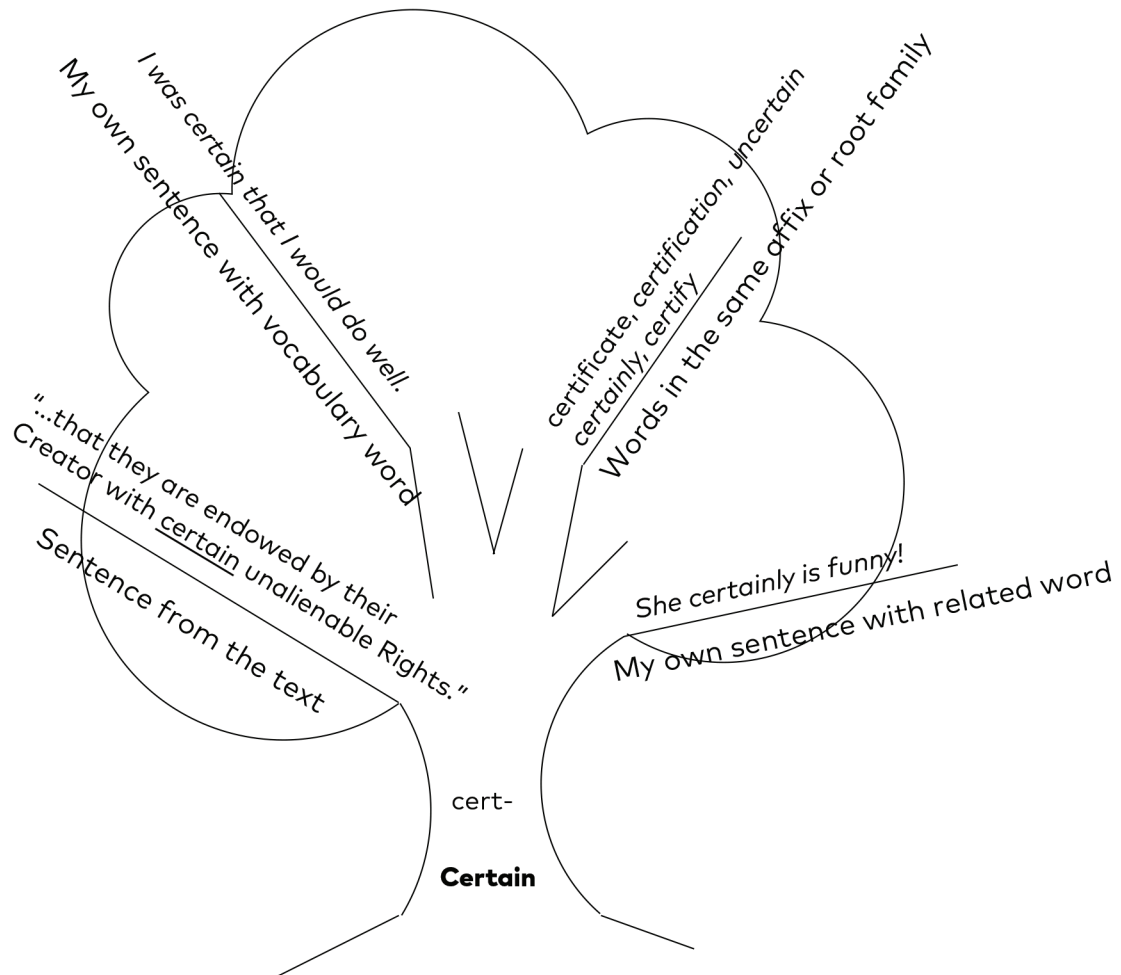
Day 2

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	cert- <i>sure</i>	- <i>ain</i>	<i>of or pertaining to</i>

2. Complete the Vocabulary Tree for the word **certain**:

Responses will vary, but may include:



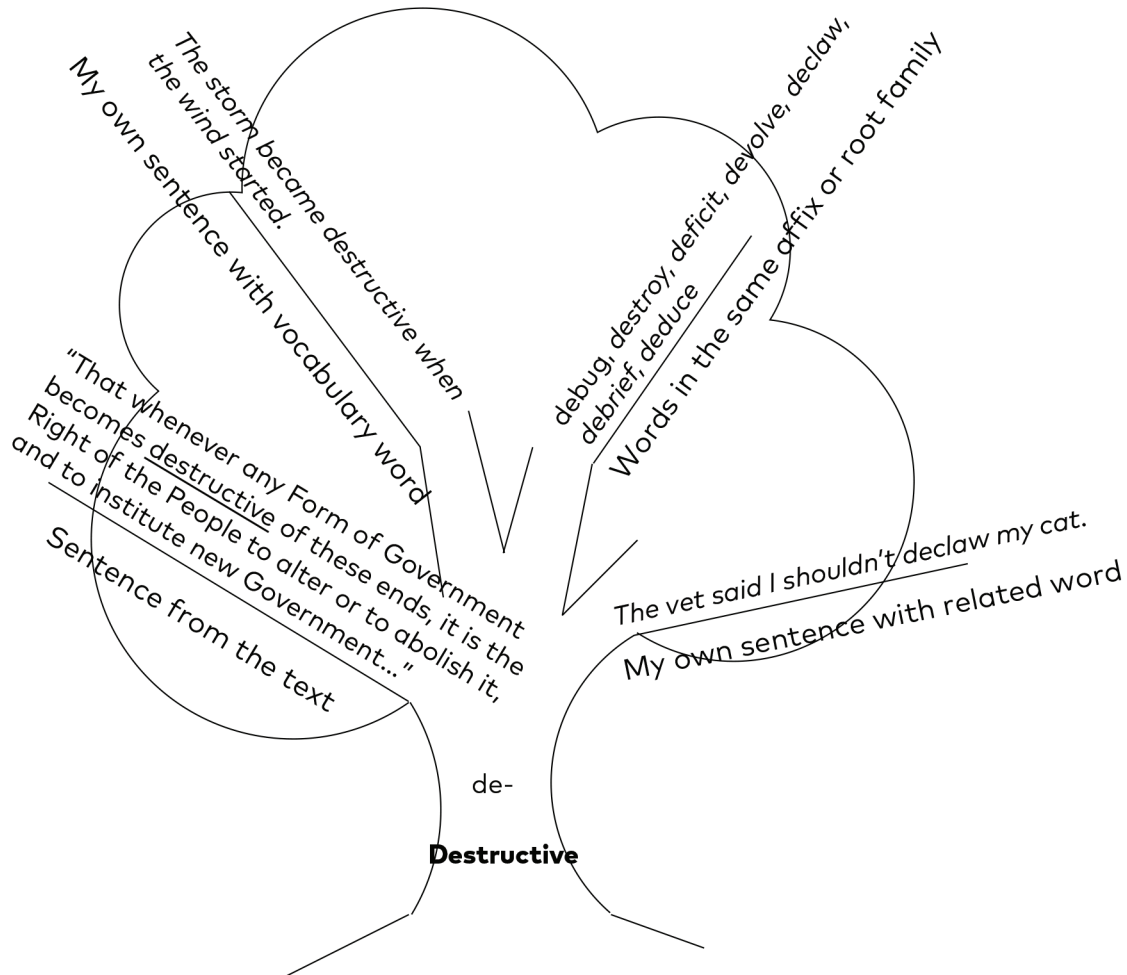
Day 4

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
de-	struct— to build	-ive means inclined/ tending toward an action	reduce down or away from

2. Complete the Vocabulary Tree for the word **destructive**:

Responses will vary, but may include:



**Word Study and Vocabulary****Unit 2, Week 2: Teacher-Guided Student Activity Card (▲)**
(Answers, for Teacher Reference)**Daily Learning Targets****Day 2:**

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *cert-*. (RF.4.3a, L.4.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *de-*. (RF.4.3a, L.4.4b)

Student Materials**Days 2 and 4:**

- ☒ Affix List
- ☒ Dictionary

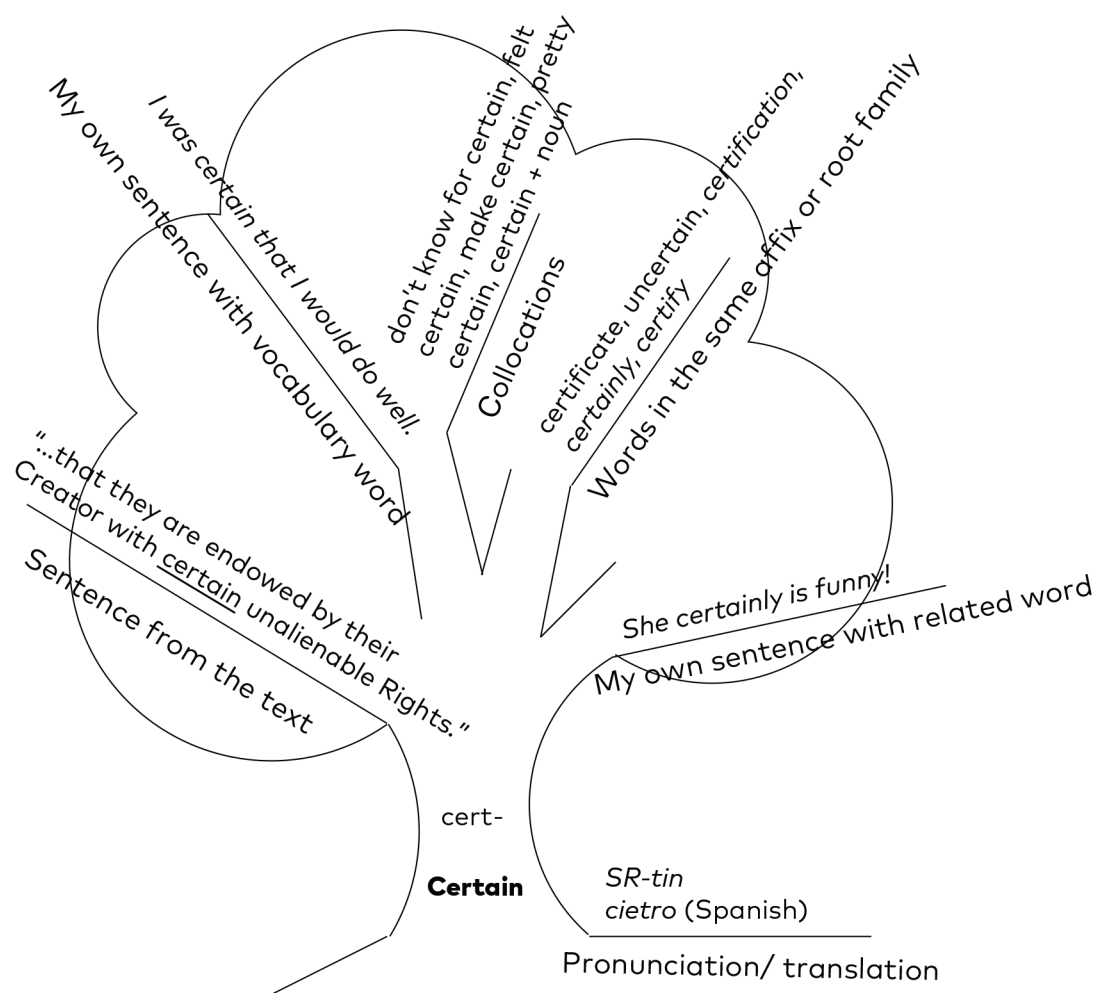
Day 2

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	cert-sure	-ain	of or pertaining to

2. Complete the Vocabulary Tree for the word **certain**:

Responses will vary, but may include:



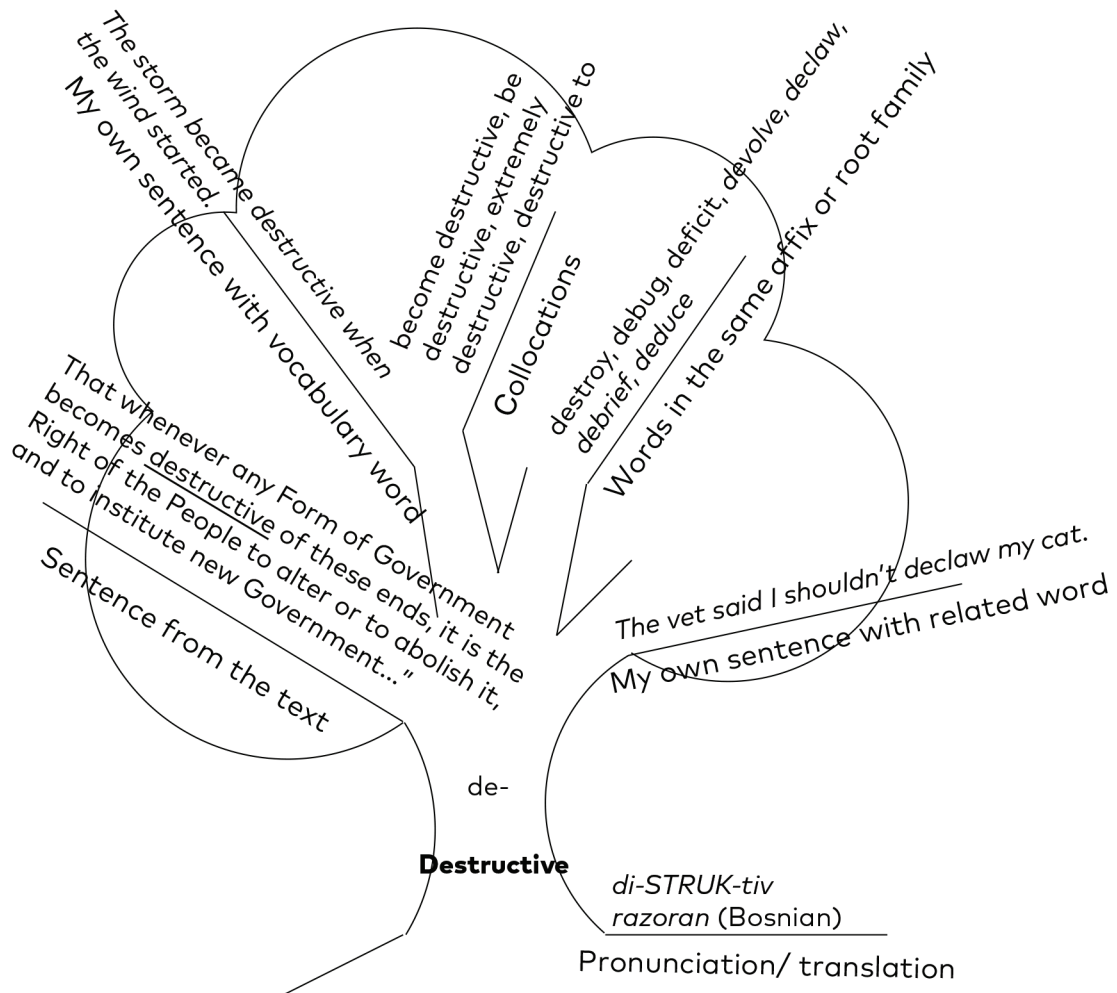
Day 4

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
de-	struct— to build	-ive means inclined/ tending toward an action	reduce down or away from

2. Complete the Vocabulary Tree for the word **destructive**:

Responses will vary, but may include:





Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Target

Day 2 and Day 4:

- I can write a first person point of view narrative of a character using details from the text in Act II, Scene 1 of *Divided Loyalties*. (RL.4.3, W.4.3)

Student Materials

Days 2 and 4:

- ☒ Questions for Pre-Writing First Person Narratives anchor chart
- ☒ Lined Paper

Day 4:

- ☒ First Person Narrative: Act II, Scene 1—Abigail
- ☒ Questions for Pre-Writing First Person Narratives anchor chart
- ☒ Lined Paper

Directions:

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

Day 2

1. As a group, take turns reading the Questions to Ask for Pre-Writing First Person Narratives anchor chart.
2. Use the space on the next page to quickly jot down your pre-writing thinking about Abigail. Fill in the chart as if you are Abigail. You don't need to write in complete sentences.

<p><i>I'm reacting to ...</i> <i>(insert something that happened in the text)</i></p> <ul style="list-style-type: none"> — <i>Store getting attacked by Patriots</i> — <i>William and Father arguing</i> — <i>Neighbors joining Patriots</i> — <i>Parents thinking of moving</i> 	<p><i>I think ... because</i></p>	<p><i>I feel ... because ...</i> <i>(insert example from text)</i></p>
<p><i>While I ... it doesn't mean ...</i></p>	<p><i>My opinion of the other characters is ...</i></p>	<p><i>In the end, I ...</i></p>

- On the lined piece of paper, write your First Person Narrative: Act II, Scene 1—Abigail.

Day 4

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

1. Prepare for today:

- Read your First Person Narrative: Act II, Scene 1—Abigail silently to yourself.

OR

MORE CHALLENGE:

Turn to pages 26–29 in *Divided Loyalties*. Skim the lines of either William or Robert.

2. Discuss with a partner:

<p>If you are revising your Abigail first person narrative, take turns speaking as if you are Abigail from Act II, Scene 1. Say something that's not in your first person narrative yet. Use the sentence frames to help you.</p>	<p>I feel ... because ... (insert example from text)</p> <p>I think ... because ...</p> <p>I'm reacting to ... (insert something that happened in the text)</p> <p>I wish ... because ...</p> <p>While I ... it doesn't mean ...</p> <p>My opinion of the other characters is ...</p> <p>In the end, I ...</p>
<p>MORE CHALLENGE:</p> <p>If you are writing a first person narrative from the perspective of either William or Robert in Act II, Scene 1, discuss what you are going to write.</p>	<p>Use the Questions for Pre-Writing First Person Narratives anchor chart to help you.</p>

3. Write:

On the lined piece of paper, revise your first person narrative for Abigail.

OR

MORE CHALLENGE:

On the lined piece of paper, write a first person narrative from the perspective of either William or Robert.