

Grade 4: Module 1

Additional Language and
Literacy Block
Teacher Guide and
Supporting Materials

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

Grade 4: Module 1

Unit 3

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 4M1 UNIT 3 OVERVIEW


**Reading and Speaking
Fluency/GUM**

RF.4.4, L.4.3b

- Students are allocated a fluency passage for the week. They self-assess their fluency and practice reading the passage with a focus on volume, pace, tone, and expression.
- *ELLs are allocated a fluency passage for the week. ELLs participate in a Mini Language Dive and learn how understanding the meaning of a text affects reading fluency. They self-assess their fluency, set goals, and practice reading the fluency passage.*
- 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, RL.4.4, L.4.4a,
L.4.4c, L.4.5a

- Students read the poem “Breathing Fire” and are introduced to similes. Students read and analyze particular similes from the poem and learn how similes, in general, contribute to the reader’s understanding of the overall meaning and tone of a poem.
- *ELLs read the poem “Breathing Fire” and are introduced to similes. Through a Mini Language Dive, students read and understand particular similes from the poem and learn how similes, in general, contribute to the reader’s understanding of the overall meaning and tone of a poem.*
- 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.4.10, RI.4.2, RI.4.10,
SL.4.1

- All students read both research texts (related to the topic of poetry and poets) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, record new vocabulary words in their vocabulary logs, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*


Writing Practice
W.4.2, W.4.4, W.4.10,
L.4.1f

- Students respond to prompts to build writing fluency. They discuss and practice strategies for ways to write continuously.
- *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**
RI.4.4, RF.4.3a, L.4.4b,
L.4.6

- Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context.
- *ELLs participate in a Mini Language Dive to discuss two words and their affixes in the context of sentences from the complex text of the module lessons. They use a Vocabulary Grid to analyze the words and then practice using the words in context.*
- 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.)

ALL 4M1 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 1</p> <p>ALL Block: Week 1, Day 1</p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students are introduced to fluency texts and the fluency checklist.</p> <p>Learning Target: I can evaluate my own fluency strengths. (RF.4.4, L.4.3b)</p> <p><i>ELLs complete a Language Dive to understand the meaning of the text. They use a fluency checklist for self-assessment. See the Unit 3, Week 1: Reading and Speaking Fluency/GUM Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • “The Wind and the Moon” • Fluency Self-Assessment Checklist 	<p>Additional Work with Complex Text</p> <p>Overview: All students read the poem “Breathing Fire” and complete a task card to determine the meaning of unknown words and use details from the text to answer text-dependent questions.</p> <p>Learning Targets: I can refer to details from the poem to support my ideas. (RI.4.1)</p> <p>I can use a glossary to determine the meaning of unknown words. (L.4.4c)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Additional Work with Complex Text: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (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"> • Unit 3, Week 1: Independent Reading: Student Task Card

(continued)

ALL 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 2</p> <p>ALL Block: Week 1, Day 2</p>	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students analyze and interpret similes from the poem “Breathing Fire.” Using words and pictures, students explain how the comparison contributes to their understanding of the meaning of the poem.</p> <p>Learning Target: I can recognize and explain the meaning of similes in a text. (RL.4.4, L.4.4a, L.4.5a)</p> <p><i>With teacher guidance and a Mini Language Dive, ELLs analyze and interpret a simile from the poem “Breathing Fire.” Using words and pictures, students explain how the comparison contributes to their understanding of the meaning of the poem.</i></p> <p><i>The Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 1: Additional Work with Complex Text Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (▲), (●◆■) 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: All students follow a task card to practice reading their fluency passage to themselves and to partners. They set goals and provide feedback to partners based on the goals.</p> <p>Learning Targets: I can set fluency goals. (RF.4.4)</p> <p>I can help my partner self-assess his or her reading fluency. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (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 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 3</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 consider punctuation, including quotation marks, when reading aloud. They then apply this skill to read their fluency passage fluently.</p> <p>Learning Target: I can read a text aloud fluently. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students. See the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Additional Work with Complex Text</p> <p>Overview: All students analyze and interpret similes from “Breathing Fire.” Using words and pictures, students explain how each simile contributes to their understanding of the poem.</p> <p>Learning Target: I can recognize and explain the meaning of similes and metaphors in a text. (RL.4.4, L.4.4a, L.4.5a)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals.</p> <p>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

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ALL 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 4</p> <p>ALL Block: Week 1, Day 4</p>	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students recognize and explain the meaning of similes drawn from the poem they have been working with and how they contribute to overall meaning and tone.</p> <p>Learning Target: I can recognize and explain the meaning of similes in a text. (RL.4.4, L.4.4a, L.4.5a)</p> <p><i>With teacher guidance and a Mini Language Dive, ELLs recognize and discuss the meaning of a simile drawn from the texts they have been working with. Using words and pictures, students explain the meaning of the simile and how similes contribute to overall meaning and tone.</i></p> <p><i>The Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 1: Additional Work with Complex Text Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess and revisit their fluency goals from Day 2 to determine progress.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another.</p> <p>Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
Lesson 5	FLEX DAY	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	

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ALL 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 6</p> <p>ALL Block: Week 2, Day 1</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students review what it means to write fluently. They review the different types of writing they have discussed from the module lessons: writing a sentence, a short response, and a paragraph. Students begin to build up stamina in writing fluency. They choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 7 minutes.</p> <p>Learning Target: I can write fluently for 7 minutes. (W.4.2, W.4.4, W.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"> Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card 	<p>Word Study and Vocabulary</p> <p>Overview: Students analyze academic vocabulary from the Performance Task anchor chart in their vocabulary logs.</p> <p>Learning Target: I can analyze and record new vocabulary in my vocabulary log. (RI.4.4, L.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.4.10, 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"> Unit 3, Week 2: Independent Reading: Student Task Card

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ALL 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 7</p> <p>ALL Block: Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>inspired</i>, with a focus on the affix <i>in-</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills program.</p> <p>Learning Target: I can analyze the meaning of an academic vocabulary word with the prefix <i>in-</i>. (RF.4.3a, L.4.4b)</p> <p><i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word strategies, with a focus on the affix in-. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided-Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■), (●◆) 	<p>Writing Practice</p> <p>Overview: Students write fluently in response to a prompt.</p> <p>Learning Target: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)</p> <p><i>ELLs complete the same activities as other students</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

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ALL 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 8</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students revisit what it means to write fluently. They discuss strategies to use when they are not sure what to write about. Students continue to build up stamina in writing fluency. They choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.</p> <p>Learning Target: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)</p> <p><i>ELLs complete the same activities as other students. See the Unit 3, Week 2: Writing Practice: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: Students follow a task card to use the academic vocabulary word <i>analyzed</i> during teacher instruction in context.</p> <p>Learning Target: I can use an academic vocabulary word in context. (L.4.6)</p> <p><i>ELLs follow a task card and use the academic word analyzed during teacher instruction in context.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal.</p> <p>Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

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ALL 4M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 9</p> <p>ALL Block: Week 2, Day 4</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>visuals</i>, with a focus on the root <i>vis-</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills program.</p> <p>Learning Target: I can analyze the meaning of an academic word with the root <i>vis-</i>. (RF.4.3a, L.4.4b)</p> <p><i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word visuals, with a focus on the affix vis-.</i></p> <p><i>The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Writing Practice</p> <p>Overview: Students write fluently in response to a prompt.</p> <p>Learning Target: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.10, RI.4.10, SL.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
Lesson 10	FLEX DAY	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	
Lesson 11	FLEX DAY	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.	

Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths. (RF.4.4, L.4.3b)
- Day 3: I can read a text aloud fluently. (RF.4.4)

Teaching Notes

- On Day 1, students are introduced to the poem they are to practice reading fluently for the rest of the week. This sets up students to work independently with the text.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- Note that students are not introduced to reading fluency in the module lessons until Lesson 4, so the work in this component sets them up for success in the module lessons.
- In this unit, students experience a typical ALL Block routine. Students gather in small groups for teacher-led instruction in approximately 20-minute increments. When not meeting with the teacher, students work independently to complete task cards for Independent Reading and Additional Work with Complex Text.
- **Differentiation:**
 - Each group of students will read a different number of stanzas from “The Wind and the Moon,” based on their fluency skills. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to enable ◆ students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For lighter support, encourage students to read a longer excerpt or the entire poem. Remove visual support. For heavier support, encourage students to read a shorter excerpt—for example, just the first stanza—and draw visual representations of the language during the Mini Language Dive on Day 1.
- **In advance:**
 - Post Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students will be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.
 - ▲ Day 1: Prepare technology necessary to display a photo of a moon covered by clouds (e.g., <https://www.flickr.com/photos/jo9ce4line0/2889548865/>).

Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ “The Wind and the Moon” (one per student)
- ✓ **Day 3 Only:** Highlighters (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ ▲ Photo illustrating a moon covered by clouds (one to display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Remind students that over the past two units they have experienced each of the components of the ALL Block. Tell them that this unit is the beginning of the true ALL Block cycle, which will see them working on three components each day: one with the teacher, one Independent Reading, and then another independent component.
- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by each poster, including the **Unit 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ Day 1: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the fluency passage: **“The Wind and the Moon.”** Invite students to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.

- Read the text aloud once and invite students to follow along on their own copy of the text.
- Tell students that this poem is a narrative poem—that is, it tells a story. Ask students to talk with the person next to them about what story the text is telling. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a poem, it requires a more expressive and rhythmic tone.
- Demonstrate reading the excerpt aloud with an informative tone, and invite students to share out why that doesn't work for this excerpt of text (and how it is difficult to read rhyming words without using a rhythmic tone).
- Ask students to Turn and Talk with the person next to them about how this poem looks different from other texts they have read. Define the words *line* and *stanza* as needed. Remind students that when they read a poem out loud and they come to the end of a line of poetry, they pause a little—and when they come to the end of stanza, they pause a little longer. A stanza is similar to a paragraph in a prose text.
- At this stage, explain to students which excerpt of this text they will be reading for fluency and invite students to mark the start and finish by drawing a line on their text. Students can also fold the paper around their excerpt or cut their excerpt out if this makes it easier for them to focus on the excerpt:
 - ■ From the beginning of the poem to the end of Stanza 3
 - ● From the beginning of the poem to the end of Stanza 6
 - ◆ From the beginning of the poem to the end of the poem (or Stanza 8)
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don't understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on for the next couple of days this week:
 - “I can correct myself and reread when what I read was wrong or didn't make sense.”
 - “I can read my text at a speed that is appropriate for the piece.”
 - “I can read smoothly without many breaks.”
 - “I can notice and read punctuation.”
- Model reading aloud the excerpt students will read aloud, focusing on those criteria.
- Invite students to read their passage aloud chorally with you.
- Ask them to turn to an elbow partner to whisper read their excerpt aloud.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column), paying particular attention to the highlighted criteria. Invite students to ask their elbow partner if they find it difficult to assess themselves.
- If students have time, invite them to reread their excerpt of text to their elbow partner, whisper reading, and to try to improve where they didn't score so well on their self-assessments.

- Students who read and self-assess quickly can set a goal based on something they didn't do so well, and record it on the back of their Fluency Self-Assessment Checklist. They can then practice working on that goal, taking turns to read to their partner.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

▲ Day 1: Small Group Instruction (20 minutes)

- Distribute the fluency passage: “The Wind and the Moon.” Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Tell students that this poem is a narrative poem—that is, it tells a story. Ask students to talk with the person next to them about what story the text is telling. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a poem, it requires a more expressive and rhythmic tone.
- Demonstrate reading the excerpt aloud with an informative tone, and invite students to share out why that doesn't work for this excerpt of text (and how it is difficult to read rhyming words without using a rhythmic tone).
- Ask students to Turn and Talk with the person next to them about how this poem looks different from other texts they have read. Define the words *line* and *stanza* as needed. Remind students that when they read a poem out loud and they come to the end of a line of poetry, they pause a little—and when they come to the end of stanza, they pause a little longer. A stanza is similar to a paragraph in a prose text.
- At this stage, explain to students which excerpt of this text they will be reading for fluency and invite students to mark the start and finish by drawing a line on their text. They can also fold the paper around their excerpt, or cut out their excerpt if this makes it easier for students to focus on this specific excerpt:
 - From the beginning of the poem to the end of Stanza 3
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Explain that they will now work on understanding the first part of the poem.

- Invite students to place a finger on the first stanza.
- Display the **photo illustrating a moon covered by clouds**.
- Display and read aloud these lines from the first stanza:

“I will blow you out; / You stare / in the air / Like a ghost in a chair; / I hate to be watched; I’ll blow you out.”
- Turn and Talk:

“What is the gist of these lines? What are they mostly about? What, in the poem or picture, makes you think so?” (Responses will vary.)
- Encourage extended conversation about the meaning of the line. If necessary, follow a process similar to the one below for each key word in the lines that is unfamiliar to students.
- Invite students to place a finger on the word *ghost* and to say the word aloud with you. Turn and Talk:

“What is the translation of ghost in our home languages? What is the meaning of ghost?” (fantasma in Spanish; a spirit of someone who has died)

“What is the part of speech of ghost?” (noun)

“What does ghost describe?” (the moon in the sky)

“Why does the Moon look like a ghost?” (It looks like the moon is floating; the moon is white; the moon gives us a scary feeling because it comes out at night.)
- Invite students to place a finger on *I hate to be watched; I’ll blow you out*. Turn and Talk:

“What does the Wind think the Moon is doing?” (The Wind thinks the Moon is watching it.)

“What does the Wind want to do to the Moon? Why?” (blow it out; the wind doesn’t like to be watched)

“In poems, non-human objects often have human emotions. What emotion or feeling does the Wind seem to have?” (Responses will vary, but may include: The Wind seems determined and angry and annoyed.)
- Invite students to place a finger on *I’ll*. Turn and Talk:

“What does I’ll mean?” (It means I will and shows that the Wind is going to blow out the Moon in the future, probably right away.) Point out the first occurrence of will and demonstrate how it can be pronounced in English in a longer, emphasized way (I WILL blow) or a shorter way (I’ll blow).

“What will you do to the moon tonight?” (Responses will vary, but may include: I’ll watch it from my room.)
- Read Stanza 2. Point out that the Wind goes to sleep on a heap of clouds. Direct students’ attention to the photo illustrating a moon covered by clouds. Ask:

“Have you ever seen something like this? What happens when there are clouds in the sky? What happens to the moon?”

“In the poem, what happened when the Wind blew?” (The Moon became covered with clouds.)

“Did the Wind blow the Moon out?” (no—it just got covered with the clouds)

“How do you think the Wind will feel when it notices that the Moon is still there, just behind some clouds?” (angry or frustrated)

“How does your discussion of these lines change your understanding of the poem?” (Responses will vary.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)

- After inviting responses, add to or amend student ideas on the board or on chart paper.
- Read the excerpt aloud again as students follow along.
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don’t understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- If students have time, invite them to read their excerpt of text to their elbow partner and to self-assess using the checklist.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 2 tasks, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Remind students that this unit is the beginning of the true ALL Block cycle, which will see them working on three components each day: one with the teacher, one Independent Reading, and then another independent component.
- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** and **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

◆ ● ◆ Day 3: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Fluency Self-Assessment Checklist** and to read all of the criteria again, and to discuss with an elbow partner what each criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.

- Focus students on the criterion and invite students to highlight this criterion on their checklists:
 - “I can notice and read punctuation.” (Examples: Pauses after comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)
- Invite students to retrieve their fluency passage: **“The Wind and the Moon.”**
- Read the excerpt(s) the students in the group you are working with are reading and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to use a **highlighter** to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
 - ■● Consider doing this whole group.
- Ask students to explain points in a poem when they should pause (briefly at the end of lines, and longer at some of the punctuation).
- Ask students to name the punctuation they find. Be sure students notice commas, periods, semicolons, exclamation marks, and quotation marks.
- Focus students on quotation marks. Ask:
 - “This is a narrative poem, so it tells a story. Who are the two characters in this story?” (the Moon and the Wind)*
 - “What emotion does the Moon seem to have in the story? What phrases or words in the poem help you know?” (no emotion—the Moon is silent and is described as a “ghost” and/or “motionless”)*
 - “What emotion does the Wind seem to have in this story? What phrases or words in the poem help you know?” (He is angry and frustrated. He keeps trying to blow the Moon out. Some groups will say he is arrogant because at the end of the poem he thinks that he caused the Moon to disappear and to come back.)*
 - “Which words in the poem are supposed to be the Wind talking?” (the ones inside the quotation marks)*
 - “How can you change your voice to show these emotions when the Wind is talking?” (Responses will vary.)*
- Invite students to read the passage chorally with you, emphasizing adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice whisper reading their passages to themselves while thinking about reading the punctuation.
- Invite students to read their excerpt of text to their elbow partner and to have their partner help them self-assess using the checklist, focusing particularly on the punctuation criterion.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

▲ **Day 3: Small Group Instruction (20 minutes)**

- Invite students to retrieve their Fluency Self-Assessment Checklist and to read all of the criteria again, and to use the symbols as clues to discuss with an elbow partner what each

criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Review the Daily Learning Target and discuss its meaning.
- Focus students on the criterion and invite students to highlight this criterion on their checklists:
 - “I can notice and read punctuation.” (Examples: Pauses after comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)
- Ask:
 - “What is punctuation?” (marks used to separate words, phrases, and sentences and to clarify meaning)**
- Display and read aloud these lines from the first stanza:
 - Said the Wind to the Moon, “I will blow you out; / You stare / in the air / Like a ghost in a chair, / I hate to be watched; I’ll blow you out.”
- Highlight the period at the end of the displayed lines from the first stanza and invite students to do the same. Ask:
 - “What is this? What do you do when you see it?” (a period; briefly stop)**
- Model reading aloud the lines, emphasizing how to read the period at the end, and then invite students to read it chorally with you, also emphasizing reading the period at the end.
- Repeat with the comma (pause quickly), and the semicolon (pause quickly).
- Focus students on the quotation marks. Ask:
 - “What is this? What do you do when you see one?” (quotation mark [kwo-TA-shun-mark]; use your voice to emphasize that someone is speaking)**
 - “So who is speaking to whom in these lines? How do you know?” (The Wind is speaking to the Moon. We know because it says so at the beginning of the line.)**
- Invite students to look at the first line of the third stanza of the poem and highlight the exclamation mark at the end of the line; invite students to do the same. Ask:
 - “What is this? What do you do when you see one?” (exclamation point [x-clah-MAY-shu]; use your voice to emphasize the sentence or express surprise, briefly stop)**
 - “Where do we write an exclamation point in English?” (at the end of a sentence) “Are all languages the same?” (No. Example: In Spanish, an “upside-down” exclamation point [¡] is sometimes also placed at the beginning of a sentence.)**
- Model reading aloud the lines, emphasizing how to read the exclamation mark at the end, and then invite students to read it chorally with you, also emphasizing reading the exclamation mark at the end.
- Turn and Talk:
 - “This is a narrative poem, so it tells a story. Who are the two characters in this story?” (the Moon and the Wind)**
 - “What emotion does the Moon seem to have in the story? How do you know?” (no emotion—the Moon is silent and is described as a “ghost” and/or “motionless”)**
 - “What emotion does the Wind seem to have in this story? How do you know?” (He is angry and frustrated. He keeps trying to blow the Moon out. Some groups will say he is arrogant because at the end of the poem he thinks that he caused the Moon to disappear and to come back.)**

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the emotions of the Wind and the Moon:

Conversation Cue: “Can you give an example?” (Responses will vary.)

“Which words in the poem are supposed to be the Wind talking?” (the ones inside the quotation marks)

“How can you change your voice to show these emotions when the Wind is talking?” (Responses will vary.)

- Invite students to highlight the punctuation (periods, commas, semicolons, quotation marks, and exclamation marks) in the rest of their excerpt to remind themselves to read this punctuation when they read the excerpt aloud.
- Invite students to read aloud the entire excerpt chorally with you while focusing on punctuation and how this changes the way the poem is read.
- If time remains, invite students to practice reading their passages aloud with an elbow partner, adding pauses and changing the tone of voice they use according to the punctuation.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 4 tasks, providing models where helpful.

Fluency Passage: Excerpts from “The Wind and the Moon” (■●◆▲)

“The Wind and the Moon”

By George Macdonald

Said the Wind to the Moon, “I will blow you out; 1
 You stare
 In the air
 Like a ghost in a chair,
 Always looking what I am about—
 I hate to be watched; I’ll blow you out.”

The Wind blew hard, and out went the Moon. 2
 So, deep
 On a heap
 Of clouds to sleep,
 Down lay the Wind, and slumbered soon,
 Muttering low, “I’ve done for that Moon.”

He turned in his bed; she was there again! 3
 On high
 In the sky,
 With her one ghost eye,
 The Moon shone white and alive and plain.
 Said the Wind, “I will blow you out again.”

The Wind blew hard, and the Moon grew dim. 4
 “With my sledge,
 And my wedge,
 I have knocked off her edge!
 If only I blow right fierce and grim,
 The creature will soon be dimmer than dim.”

He blew and he blew, and she thinned to a thread. 5
 “One puff
 More’s enough
 To blow her to snuff!
 One good puff more where the last was bred,
 And glimmer, glimmer, glum will go the thread.”

He blew a great blast, and the thread was gone. 6
In the air
Nowhere
Was a moonbeam bare;
Far off and harmless the shy stars shone—
Sure and certain the Moon was gone!

The Wind he took to his revels once more; 7
On down,
In town,
Like a merry—mad clown,
He leaped and halloed with whistle and roar—
“What’s that?” The glimmering thread once more!

He flew in a rage—he danced and blew; 8
But in vain
Was the pain
Of his bursting brain;
For still the broader the Moon—scrap grew,
The broader he swelled his big cheeks and blew.

Slowly she grew—till she filled the night, 9
And shone
On her throne
In the sky alone,
A matchless, wonderful silvery light,
Radiant and lovely, the queen of the night.

Said the Wind: “What a marvel of power am I! 10
With my breath,
Good faith!
I blew her to death—
First blew her away right out of the sky—
Then blew her in; what strength have I!

Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b,c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a,b	I can read at a speed that is appropriate for the piece.					
RF.4a,b	I can read smoothly without many breaks.					
RF.4a,b	I can read groups of related words and phrases together.					
RF.4a,b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					



Additional Work with Complex Text



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Target

Day 1:

- I can refer to details from the poem to support my ideas. (RL.4.1)
- I can use a glossary to determine the meaning of unknown words. (L.4.4c)

Day 3:

- I can recognize and explain the meaning of similes and metaphors in a text. (RL.4.4, L.4.4a, L.4.5a)

Student Materials

Days 1 and 3:

- None

Directions:

Day 1

"Breathing Fire"

He turns his head and **pricks his ears** to a sound that my ears can't hear,
And suddenly he **bolts**, running like the wind!
A fiery red blur that I can barely focus my eyes on,
Legs reaching and stretching spray **clods of dirt** like confetti at a wedding.
Black mane and tail streaming out behind him,
Flickering like dark flames licking at the air.
He stops suddenly, throwing his head high,
And **flared nostrils** snort the smoke of fire like a dragon in the crisp morning air.

Glossary:

pricks (his ears): makes his ears stand up because he's listening closely

bolts: to move very quickly, like a lightning bolt

clods (of dirt): small clumps or lumps of mud or earth

flickering: to make sudden small movements; often used with flames, or candles or lights

flared (nostrils): to make the holes in one's nose bigger, usually out of anger or from being alert

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

1. Whisper read the poem above to yourself. Circle unfamiliar words.
2. Find a partner.
3. Discuss: What is the gist? The gist is what the poem is mostly about.
 "This poem is mostly about ____."
 "When I read this poem, in my mind I see ____."
4. Choose three of the unfamiliar words you circled. Find the meaning of the words.
5. Read the poem again.
6. Discuss: What animal do you think the poem is about? Why?
7. On the back of this card, draw the picture you see in your mind after reading this poem.

Day 3

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

Simile: A phrase that compares two different things using the words *like* or *as*.

Example from "Breathing Fire":

"Black mane and tail streaming out behind him,

Flickering like dark flames licking at the air."

1. Find a partner.
2. Read the definition of a simile above and the example.

3. Highlight the similes. Look for the clues *like* or *as*.

4. Complete the table below for the similes you highlighted. You can draw or write:

Simile	This ...	is like	this.
Black mane and tail streaming out behind him, Flickering like dark flames licking at the air.	The way the black mane and tail moves	is like	flames flickering.
		is like	
		is like	
		is like	



Additional Work with Complex Text



Unit 3, Week 1: Student Task Card (Answers for Teacher Reference)

Name: _____ **Date:** _____



Daily Learning Target

Day 1:

- I can refer to details from the poem to support my ideas. (RL.4.1)
- I can use a glossary to determine the meaning of unknown words. (L.4.4c)

Day 3:

- I can recognize and explain the meaning of similes and metaphors in a text. (RL.4.4, L.4.4a, L.4.5a)

Student Materials

Days 1 and 3:

- None

Directions:

Day 1

"Breathing Fire"

He turns his head and **pricks his ears** to a sound that my ears can't hear,
 And suddenly he **bolts**, running like the wind!
 A fiery red blur that I can barely focus my eyes on,
 Legs reaching and stretching spray **clods of dirt** like confetti at a wedding.
 Black mane and tail streaming out behind him,
Flickering like dark flames licking at the air.
 He stops suddenly, throwing his head high,
 And **flared nostrils** snort the smoke of fire like a dragon in the crisp morning air.

Glossary:

pricks (his ears): makes his ears stand up because he's listening closely

bolts: to move very quickly, like a lightning bolt

clods (of dirt): small clumps or lumps of mud or earth

flickering: to make sudden small movements; often used with flames, or candles or lights

flared (nostrils): to make the holes in one's nose bigger, usually out of anger or from being alert

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

1. Whisper read the poem above to yourself. Circle unfamiliar words.
2. Find a partner.
3. Discuss: What is the gist? The gist is what the poem is mostly about.
"This poem is mostly about ____."
"When I read this poem, in my mind I see ____."
4. Choose three of the unfamiliar words you circled. Find the meaning of the words.
5. Read the poem again.
6. Discuss: What animal do you think the poem is about? Why?
7. On the back of this card, draw the picture you see in your mind after reading this poem.

Day 3

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

Simile: A phrase that compares two different things using the words *like* or *as*.

Example from "Breathing Fire":

"Black mane and tail streaming out behind him,
Flickering like dark flames licking at the air."

1. Find a partner.
2. Read the definition of a simile above and the example.

3. Highlight the similes. Look for the clues *like* or *as*.
4. Complete the table below for the similes you highlighted. You can draw or write:

Simile	This . . .	is like	this.
Black mane and tail streaming out behind him, Flickering like dark flames licking at the air.	The way the black mane and tail moves	is like	flames flickering.
running like the wind!	The way he runs	is like	the wind.
spray clods of dirt like confetti at a wedding	The dirt spraying everywhere	is like	confetti at a wedding.
snort the smoke of fire like a dragon	The way he snorts	is like	a dragon breathing smoke out of its nostrils.



Independent Reading



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Target

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.4.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (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 1-3:

- Research reading text
- Independent reading journal
- Vocabulary log

Day 4:

- Research reading text
- Vocabulary log

Directions:

Days 1 and 2

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

1. Read your independent research reading text for 10 minutes.
 2. Record your reading in your independent reading journal (date, text title, author, pages read).
 3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and domain-specific words at the back.
-

Day 3

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).
 3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.
 4. Respond to this prompt in your independent reading journal: How does your reading connect to your work 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.

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - a. One thing you have learned from your research reading text
 - b. 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:
 - a. Pass your research reading text around.
 - b. Share one thing that you have learned. ("I have learned_____.")
 - c. Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are _____ and _____. They mean _____.")

Group: Listen and think about what else you would like to know about this person's text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions. ("Can you tell me more about _____?")
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
 - a. Continue to read your free choice reading text.
 - b. Try out a new text.

Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Target

- Days 2 and 4: I can recognize and explain the meaning of similes in a text. (RL.4.4, L.4.4a, L.4.5a)

Teaching Notes

- In this component, students analyze similes in a poem from the module lessons and explain how it contributes to their understanding of what is being described. Exploring the way authors use figurative language helps students understand the deeper meaning of the text and supports them with language and concepts to discuss poetry with other students in Additional Work with Complex Text: Week 1, Day 3, and in the module assessments and performance task.
- Students will not encounter this poem until Lesson 4 in the module lessons, when it is introduced through a model presentation. This pre-read of the poem will enable students to focus on the content of the presentation in Lesson 4 because they will already be familiar with the poem.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to have an opportunity to peer coach. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - Day 2: To support students during discussion, consider posting sentence frames. (Examples: “When I read these sentences, in my mind, I see ____.” “I think the girl feels ____.”).
 - Day 4: To support students during discussion, provide sentence frames. (Examples: “The author used fire imagery because ____.” “The similes help me understand ____.”) Consider annotating the text ahead of time for students who need additional support.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For lighter support, students can interpret an additional example of similes from the poem; consider inviting them to rephrase the Mini Language Dive sentence as a simile using *as* instead of *like*. For heavier support on Day 2, consider showing and discussing a video or pictures of a wedding with guests throwing confetti. Some students may have never seen a traditional U.S. wedding or confetti.

■ **In advance:**

- Post Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
- Day 4: Prepare technology necessary to display the two pictures of horses (https://www.flickr.com/photos/aigle_dore/7052761747/ and (<https://www.flickr.com/photos/la3875/15084728091/>).

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; one per student)
- ✓ **Day 4 Only:** Unit 3, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student in ■●◆ groups)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ Chart paper (optional; one piece)
- ✓ **Day 4 Only:** Pictures of horses (two; to display; see Teaching Notes)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)

Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.

- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

■ ● ◆ ▲ **Day 2: Small Group Instruction (18 minutes, repeated three times)**

- Review the Daily Learning Target and discuss its meaning.
- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and focus students on the poem at the top of the card. Remind students they read this poem in the previous lesson and invite students to read the poem to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Ask students to follow along as you read the poem aloud.
- Turn and Talk:

*“What are some of the examples of the imagery, or mental pictures, in this poem?”
(Responses will vary, but may include a fast horse, a dragon, dirt spraying everywhere, and mane and tails flowing in the wind.)*

- Explain that a simile is a particular type of imagery they will learn more about today.
- Post and review the definition:
 - Simile: A phrase that compares two different things using the words *like* or *as*.
- Draw the following chart with examples on the board or on **chart paper**:

Simile	This . . .	is like	this.
She skipped across the room as if she was a bouncing ball.		is like	
She shuffled across the room like a very old woman.		is like	

- Focus students on the first simile. Underline the words *as if*.
- Tell students that the words *as if* tell us that the author is comparing one thing to another.
- Turn and Talk:

“What is the author comparing the girl skipping to?” (a bouncing ball)

- Invite students to get out of their seats and to do a few steps of skipping (hop, step, hop, step).
- Using a total participation technique, invite responses from the group:

“Why do you think the author is making this comparison? What is similar about skipping and a bouncing ball?” (When we skip, we bounce—like a bouncing ball.)

- Complete the first row of the chart:

Simile	This . . .	is like	this.
She skipped across the room as if she was a bouncing ball.	The girl skipping across the room	is like	a bouncing ball.

- Turn and Talk:

“How does this simile help the reader?” (It helps the reader picture the bounciness of the skipping. It also helps the reader to understand that the girl might be energetic and perhaps excited because she is so bouncy.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can tell us what your classmate just said in your own words?” (Responses will vary.)

- Focus students on the first simile. Underline the word *like*.
- Tell students that the word *like* tells us that the author is comparing one thing to another.
- Turn and Talk:

“What is the author comparing the girl shuffling to?” (a very old woman)

- Invite students to get out of their seats and to do a few steps of shuffling.
- Complete the second row of the chart:

Simile	This . . .	is like	this.
She shuffled across the room like a very old woman.	The way she shuffled across the room	is like	the way a very old woman might move.

- Turn and Talk:

“How does this simile help the reader?” (It helps the reader picture the way the girl moved slowly across the room and also suggests that she wasn’t very excited or enthusiastic about moving.)

- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can tell us what your classmate just said in your own words?” (Responses will vary.)

- Explain that students will be doing some additional work with similes by looking at the similes in “Breathing Fire.”

■●◆ Guide students through completing their Teacher-Guided Student Activity Card, providing different levels of support in completing the task based on student needs. Collect the cards to review student work and to identify common issues to use as whole group teaching points.

▲ Mini Language Dive:

- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their **vocabulary log**.
- Tell students they will first read a simile from the poem they are studying.
- Read aloud the simile from the activity card, and invite students to read along silently in their heads.

- Ask students about the sentence. Examples:
 - “What is the gist of the sentence? What, in the sentence, makes you think so?” (Responses will vary.)*
- Turn and Talk:
 - “What do horses’ legs look like when they run? (They stretch and contract. Consider pantomiming the four legs of a running horse with your hands so students can understand reaching and stretching.)*
 - “Look closely down by the horse’s feet. What is happening to the dirt?” (The dirt is being kicked up.)*
- Invite students to place a finger on the phrase *clods of dirt*. Turn and Talk:
 - “Where can you see clods of dirt on the picture?” (around the feet)*
- Invite students to place a finger on the word *confetti*. Ask:
 - “What is the translation of confetti in your home language?” (Responses will vary.)*
 - “What does this sentence say about what the clods of dirt and confetti have in common? What, in the sentence, makes you think so?” (They are similar because they are both flying in the air. The sentence says the horse is spraying the dirt like confetti.)*
 - “So, the poet compared two things: clods of dirt and confetti. What word did the poet use to show us a comparison was being made? (The poet used like between the two things being compared.)*
 - “Can you compare the clods of dirt and the confetti? First, use the word like.” Invite students to orally complete the sentence frames on their task card. (A—The clods of dirt are like confetti because they are both flying in the air. This helps the reader understand the horse is running fast.)*
- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.
 - Conversation Cue: “Who can tell us what your classmate just said in your own words?” (Responses will vary.)*
- Ask:
 - “Now what do you think is the gist of this sentence?” (The horse is running so fast that he is kicking up dirt into the air.)*
 - “What mental image does this this simile give you?” (a very fast horse running)*
 - “How does this simile make you feel? How do you think the horse feels?” (an excited feeling; energetic)*
- For heavier support, allow students to pantomime and/or sketch the image and emotion. For lighter support, ask students to formulate their own sentence frames. (Examples: “In my mind, I see_____.” “The feeling in this simile is _____.”)
 - “So, this simile helps the reader understand some things about the horse. What, specifically, does this simile help the reader understand about the horse? Use the sentence frame on the card to help you.” (The simile helps the reader understand that the horse is fast and very energetic.)*

- Prepare students for the next day's independent activity: Walk through the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card for Day 3, providing models where helpful.
- Collect the activity card to review student work and to identify common issues to use as whole group teaching points.

Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components, and remind them that they will need to retrieve their **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 3, Week 1: Independent Reading: Student Task Card** for the independent components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

▲ ■ ● ◆ Day 4: Small Group Instruction (19 minutes, repeated three times)

- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and focus students on the poem at the top of the card. Remind students they have read this poem multiple times this week. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Briefly review the answers to Day 3 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1, Day 3: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Read aloud the “Breathing Fire” poem on the Teacher-Guided Student Activity Card as students read along with you chorally.
- Display the two **pictures of horses**. Turn and Talk:

“Which of these pictures is more like the horse in the poem? What, in the poem, makes you think so?” (Responses will vary, but may include a fast horse, a dragon, dirt spraying everywhere, and mane and tails flowing in the wind.)
- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.

Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)
- Review the definition:
 - Simile: A phrase that compares two different things using the words *like* or *as*.
- ● ◆ Guide students through completing their Teacher-Guided Student Activity Card, providing different levels of support in completing the task based on student needs. Collect

the cards to review student work and to identify common issues to use as whole group teaching points.

▲ Mini Language Dive:

- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their **vocabulary log**.
- Tell students they will focus on a simile from the poem that describes how the horse in the poem looks.

- Direct students' attention to the lines:

“Black mane and tail streaming out behind him
Flickering like dark flames licking at the air.”

- Ask students to quickly sketch out the picture they see in their mind that this simile creates.
- After a few minutes, ask a few students to share out their sketch. Encourage students to use words and phrase from the poem to describe their picture. For heavier support, encourage students to use sentence frames on the activity card.
- Say:

“There are some words and phrases in this excerpt you might not know: streaming, flickering, licking.

- Focus students on the word *streaming* and invite students to place a finger on the word and to say it aloud chorally with you. Turn and Talk:

“Where have you heard the word streaming before? What does it mean?” (It has multiple meanings: tears streaming, something flowing like a stream or a river, streaming instead of downloading a video, etc.)

- Focus students on the word *flickering* and invite students to place a finger on the word and to say it aloud chorally with you. Turn and Talk:

“What is the translation of flickering in our home languages?” (parapadeo in Spanish)

- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Focus students on the word *flickering*:

“What is flickering in the poem? (a dark flame)

- Note for students that the word *flickering* is often used with the way light, flames or candles seem to move, brighten, and dim.

- Focus students on the word *licking*:

“Put your finger on licking. What does licking mean? Can anyone act out licking at the air?” (Responses will vary, but be sensitive to cultures where sticking out one’s tongue may be a crude gesture.)

- Note for students that the word *lick* or *licking*, as well as being used to describe what we do to food and drink, is also used when talking about the way flames look like tongues licking the air.
- Reread the entire line of the poem again.
- Turn and Talk:

“The poet compared two things: a dark flame and the horse’s mane and tail. How did the poet show us she or he was comparing the dark flame and the horse’s mane and tail? What word(s) did the poet use to show us it was a comparison? (The poet used like between the two things being compared.)

- As time allows, guide students through completing the rest of the activity card and provide different levels of support in completing the tasks based on student needs.
- Collect Teacher-Guided Student Activity Card to review student work and to identify common issues to use as whole group teaching points.



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card (◆●■)

Name: _____ **Date:** _____



Daily Learning Targets

- Days 2 and 4: I can recognize and explain the meaning of similes and metaphors in a text. (RL.4.4, L.4.4a, L.4.5a)

Student Materials

- Colored pencils or crayons

Directions:

Day 2

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

"Breathing Fire"

He turns his head and pricks his ears to a sound that my ears can't hear,
And suddenly he bolts, running like the wind!

A fiery red blur that I can barely focus my eyes on,

Legs reaching and stretching spray clods of dirt like confetti at a wedding.

Black mane and tail streaming out behind him,

Flickering like dark flames licking at the air.

He stops suddenly, throwing his head high,

And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.



BorrowedLightPhoto. "Troy." Photograph. Flickr. 30 Aug 2014. Web. 17 June 2016.



ADoseofShipBoy. "Confetti." Photograph. Flickr. 6 Aug. 2006. Web. 17 June 2016.

Focus on this sentence:

Legs reaching and stretching spray clods of dirt like confetti at a wedding.

Simile	The clods of dirt are like _____ because _____.
	This helps the reader understand that _____.

Draw the simile.

On the back of this card, draw an illustration to help the reader visualize what is being described. Be sure to use colored pencils or crayons and detail to show what you learned from the simile.

MORE CHALLENGE: The title is also a comparison, although it doesn't use *like* or *as*. What comparison does the title make? Explain your thinking.

Day 4

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

Directions:

Discuss the following questions with your group and record your responses.

- How would you describe the horse in the poem? Underline four words or phrases in the poem that help you get a mental image of the horse.
- Find three words about fire. Why do you think the author chose the imagery of fire to describe the horse? What do the fire words help the reader understand?
 - _____
 - _____
 - _____

Fire words help the reader understand:

3. How do the similes help you understand the way the horse makes the author feel?

The similes help us understand that the horse makes the author feel:

MORE CHALLENGE: Create your own similes.

To show that someone/something is excited.	To show that someone/something is tired.



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card (▲)

Name: _____ Date: _____



Daily Learning Targets

- Days 2 and 4: I can recognize and explain the meaning of similes and metaphors in a text. (RL.4.4, L.4.4a, L.4.5a)

Student Materials

- None

Directions:

Day 2

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

"Breathing Fire"

He turns his head and pricks his ears to a sound that my ears can't hear,
And suddenly he bolts, running like the wind!

A fiery red blur that I can barely focus my eyes on,

Legs reaching and stretching spray clods of dirt like confetti at a wedding.

Black mane and tail streaming out behind him,

Flickering like dark flames licking at the air.

He stops suddenly, throwing his head high,

And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.



BorrowedLightPhoto. "Troy." Photograph. Flickr. 30 Aug 2014. Web. 17 June 2016.



ADoseofShipBoy. "Confetti." Photograph. Flickr. 6 Aug. 2006. Web. 17 June 2016.

Focus on this sentence:

Legs reaching and stretching spray clods of dirt like confetti at a wedding.

Simile	The clods of dirt are like _____ because _____.
	This helps the reader understand that _____.

Day 4

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

Directions:

Focus on these lines:

“Black mane and tail streaming out behind him
Flickering like dark flames licking at the air.”

1. Sketch what you picture in your mind when you read the poem and this line from the poem.
2. Share your sketch with your group. Use these sentence frames if you need them:
 - a. “In my mind, I picture _____ because the poem says _____.”
 - b. “I drew a _____ because the poem says _____.”
3. Find three words about fire. Why do you think the author chose the imagery of fire to describe the horse? What do the fire words help the reader understand?
 - a. _____
 - b. _____
 - c. _____

Fire words help the reader understand:



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card

Day 2

Simile	<p>Sample student response: The clods of dirt are like confetti because they spray out and fly through the air like confetti does.</p> <p>This helps the reader understand <i>that lots of dirt goes flying in all directions when a horse runs.</i></p>
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MORE CHALLENGE: The title is also a comparison, although it doesn't use *like* or *as*. What comparison does the title make? Explain your thinking.

Sample student response: The horse doesn't really breathe fire, but the way it snorts in the morning air, as described in the final lines of the poem, makes it look like a dragon that is breathing fire.

Day 4

Student responses will vary, but could include:

"Breathing Fire"

He turns his head and pricks his ears to a sound that my ears can't hear,

And suddenly he bolts, running like the wind!

A fiery red blur that I can barely focus my eyes on,

Legs reaching and stretching spray clods of dirt like confetti at a wedding.

Black mane and tail streaming out behind him,

Flickering like dark flames licking at the air.

He stops suddenly, throwing his head high,

And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.

1. Find three words about fire. Why do you think the author chose the imagery of fire to describe the horse? What do the fire words help the reader understand?
 - a. Fiery red
 - b. Flickering
 - c. Dark flames

Sample student response: Fire words help the reader understand the comparison of the horse to a dragon that breathes fire.

Additional Language and Literacy Block

2. How do the similes help you understand the way the horse makes the author feel?

Sample student response: *The similes help us understand that the horse makes the author feel like the horse is strong and powerful because a fire is strong and powerful.*

MORE CHALLENGE: Create your own similes.

To show someone/something that is excited	To show someone/something that is tired
<i>Sample student response: The man leaped in the air like a frog when he heard the good news.</i>	<i>Sample student response: The dog walked toward the man as slowly as a snail because he was so tired from running fast.</i>



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card (Answers for Teacher Reference)

Day 2

Simile	<p>Sample student response: The clods of dirt are like <i>confetti</i> because they spray out and fly through the air like confetti does.</p> <p>This helps the reader understand that lots of dirt goes flying in all directions when a horse runs.</p>
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MORE CHALLENGE: The title is also a comparison, although it doesn't use *like* or *as*. What comparison does the title make? Explain your thinking.

Sample student response: The horse doesn't really breathe fire, but the way it snorts in the morning air, as described in the final lines of the poem, makes it look like a dragon that is breathing fire.

Day 4

Student responses will vary, but could include:

"Breathing Fire"

He turns his head and pricks his ears to a sound that my ears can't hear,

And suddenly he bolts, running like the wind!

A fiery red blur that I can barely focus my eyes on,

Legs reaching and stretching spray clods of dirt like confetti at a wedding.

Black mane and tail streaming out behind him,

Flickering like dark flames licking at the air.

He stops suddenly, throwing his head high,

And flared nostrils snort the smoke of fire like a dragon in the crisp morning air.

1. Find three words about fire. Why do you think the author chose the imagery of fire to describe the horse? What do the fire words help the reader understand?
 - a. Fiery red
 - b. Flickering
 - c. Dark flames

Sample student response: Fire words help the reader understand the comparison of the horse to a dragon that breathes fire.

Additional Language and Literacy Block

2. How do the similes help you understand the way the horse makes the author feel?

Sample student response: *The similes help us understand that the horse makes the author feel like the horse is strong and powerful because a fire is strong and powerful.*

MORE CHALLENGE: Create your own similes.

To show someone/something that is excited	To show someone/something that is tired
<i>Sample student response: The man leaped in the air like a frog when he heard the good news.</i>	<i>Sample student response: The dog walked toward the man as slowly as a snail because he was so tired from running fast.</i>



Reading and Speaking Fluency



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can set fluency goals. (RF.4.4)
- 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

Days 2 and 4:

- "The Wind and the Moon"
- Fluency Self-Assessment Checklist

Directions:

Day 2

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

1. Whisper read your excerpt from "The Wind and the Moon" to yourself.
2. Find a partner who is reading the same passage as you and number yourselves A and B.
3. Read the text aloud together (at the same time).
4. Partner A read aloud.
5. Partner B use the Fluency Self-Assessment Checklist to identify a star and a step for partner A.
6. Partner B read aloud.
7. Partner A use the Fluency Self-Assessment Checklist to identify a star and a step for partner B.

8. Use the star and step from your partner to write something you are good at, and something you want to get better at:

I am good at . . .	I want to get better at . . .

9. Talk to your partner: What can I do to get better?

10. Record how you will get better:

11. If you have time, practice reading aloud again. Try to work on the thing you want to get better at.

Day 4

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

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

1. Reread the criteria on your Fluency Self-Assessment Checklist as a group.
2. Read what you recorded on your task card on Day 2 about what you want to get better at and how you can do it.
3. Practice whisper reading your excerpt from "The Wind and the Moon" to yourself.
4. Facilitator: Reads his or her fluency passage aloud while the group listens.
5. Each person in the group gives a star—something they liked about the reading fluency. Use these examples to help you:
 - a. "I liked how you stopped—it made the next sentence very dramatic."
 - b. "The speed of your reading was appropriate—especially when _____. Great job!"

- c. "I liked how you corrected the pronunciation of ____."
 - d. "I noticed that you ____."
 - e. "I liked how your voice was expressive—it helped me better understand the feelings of the characters."
6. Repeat steps 4–5 with each person in the group reading aloud.
 7. Self-assess where you are now on the fluency checklist by placing a check mark in the columns.

Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Target

- Day 1: I can write fluently for 7 minutes. (W.4.2, W.4.4, W.4.10)
- Day 3: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)

Teaching Notes

- On Day 1, students review what it means to write fluently. Then they review the different types of writing they have discussed throughout the module lessons: writing a sentence, a short response, and a paragraph. They choose a topic of their choice or respond to a prompt, writing continuously for 7 minutes.
- On Day 3, students discuss strategies to use when they are not sure what to write about. Then students choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.
- **Differentiation:**
 - For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing.
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they may have similar needs in terms of pacing and the number of prompts presented.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider inviting students to orally respond to the prompt in their home language with a partner who shares their home language before writing their response.
- **In advance:**
 - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Units 1–2 module texts (from Units 1–2 module lessons; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ **Day 3 Only:** Ways to Write Continuously anchor chart (begun in Unit 2, Week 2, Day 2: Writing Practice)
- ✓ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

▲ ■ ● ◆ Day 1: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their **Units 1–2 module texts** and read them to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning targets. Point out to students that this week they will be focusing on writing fluently.
- Direct students’ attention to the definition of *writing fluency* at the top of their activity card: to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose. If necessary, review any terms in this definition.
- Using a total participation technique, invite responses from the group:

“Based on our work in Units 1 and 2, how we can respond to a question or prompt in writing?” (We can write a sentence, a short response, or a paragraph.)
- Direct students’ attention to the Types of Written Responses on their activity card.
- Review the differences between each type of response, pointing out that short responses are usually shorter than paragraphs and don’t need to be in any particular order as long as they answer each part of the question they are answering.

- Direct students' attention to the writing prompts on the activity card and chorally read them aloud.
- Point out that the first two prompts have to do with what inspires people to write poems and they can write a short response, a sentence, or a paragraph. The third prompt is their opportunity to practice writing their own poems.
- Repeat a similar instructional sequence to the one below for each prompt:
 1. Repeat and rephrase the prompt.
 2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
 3. Model selecting the prompt and thinking about how to respond to the prompt.
 4. Invite students to select a prompt to respond to.
 5. Ask students to tell an elbow partner, in their own words, what they will write.
 - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 7 minutes to respond to the prompt. Tell them they should try to write for the entire 7 minutes, and that they can refer to their Units 1–2 module texts as they write.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
 - “*What were your challenges as you wrote today?*”
 - “*What were your successes?*”
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
 - Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)**
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.
- Collect Teacher-Guided Student Activity Card to review student responses to identify common issues to use as teaching points on Day 3.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

▲ ■ ● ◆ **Day 3: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to retrieve their **Units 1–2 module texts** and read them to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target for today. Remind students that this week they are focusing on writing fluently, and today they will be writing for longer than they did on Day 1.
- Discuss with students what they can do when they get stuck and do not know what to write. As students share out, capture their responses on the **Ways to Write Continuously anchor chart**. For example:
 - Note some possible ideas and choose the one you know the most about.
 - Talk to an elbow partner to find out what he or she is writing.
 - Look through your texts to see if they give you any ideas.
 - Ask the teacher for help.
- Direct students’ attention to the writing prompts on the task card and chorally read them aloud. Remind students they saw these prompts on Day 1 and that this time they are going to choose a different prompt. Repeat a similar instructional sequence to the one below for each prompt:
 - ▲ ■ Consider choosing only one or two of the prompts for students to focus on.
 1. Repeat and rephrase the prompt.
 2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
 3. Model selecting the prompt and thinking about how to respond to the prompt.
 4. Invite students to select a prompt to respond to.
 5. Ask students to tell an elbow partner, in their own words, what they will write.
 - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they can refer to their Units 1–2 module texts and the Ways to Write Continuously anchor chart as they write.
 - ◆ If students finish quickly, they can choose to respond to another prompt, or they can revise their own or another’s writing for spelling, punctuation, and grammar.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
 - “What were your challenges as you wrote today?”**
 - “What were your successes?”**
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
 - Conversation Cue: “Who can tell us what your classmate said in your own words?”**
(Responses will vary.)
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Writing Practice



Unit 3, Week 2: Teacher-Guided Student Activity Card (■●◆▲)

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can write fluently for 7 minutes. (W.4.2, W.4.4, W.4.10)
- Day 3: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)

Student Materials

Days 1 and 3:

- Units 1–2 module texts

Directions:

Day 1

Writing fluency: to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

Types of Written Responses:

- Sentence:
 - A group of words that expresses a complete idea
 - Usually must have a subject with a verb
- Short response:
 - Usually two or three complete sentences
 - Answers a question
- Paragraph:
 - Several sentences
 - Develops and conveys a topic
 - Organized to introduce the topic; develop the topic with reasons, evidence, or details; and end with a concluding statement or section
 - Uses linking words or phrases to connect ideas

Writing Prompts

Using your Units 1–2 module texts, respond to one of the following prompts:

- What inspires poets to write poetry?
- What inspires you to write poetry?
- Freewriting: Write your own poem.

Write a sentence, short response, or paragraph in response to the prompt you chose. Try to write continuously for the entire 7 minutes.

Day 3

Choose a different prompt from the Day 1 prompts:

- What inspires poets to write poetry?
- What inspires you to write poetry?
- Freewriting: Write your own poem.

Write a sentence, short response, or paragraph in response to the prompt you chose. Try to write continuously for the entire 10 minutes.



Word Study and Vocabulary



Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can analyze and record new vocabulary in my vocabulary log. (RI.4.4, L.4.4)
- Day 3: I can use an academic vocabulary word in context. (L.4.6)

Student Materials

Day 1:

- Performance Task anchor chart
- Vocabulary log
- Dictionary (one per pair)

Directions:

Day 1

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

1. Pair up with someone.
 2. Look at the Performance Task anchor chart.
 3. Choose one of the words: original, inspired, evidence, visuals.
 4. Work together to determine the meaning of the word. Record it in the front of your vocabulary log. Use a dictionary if needed.
 5. Repeat with each word.
 6. MORE CHALLENGE: If you finish early, write each word in a sentence on the back of the card.
-

Day 3

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

1. Quietly say this word three times: **inspired**.

2. Pair up with someone. Talk with your partner about what the word means.
3. Practice using the word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using the word below. You can write more sentences on the back if you have time:



Independent Reading



Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Days 1 and 2: I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10)
- Day 3: I can choose and respond to a prompt about my free choice reading text. (RI.4.10, RL.4.10)
- Day 4: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.10, RI.4.10, SL.4.1)

Student Materials

Days 1 and 2:

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

Day 3:

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

Day 4:

- Free choice reading text

Directions:

Days 1 and 2

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

1. Read your free choice reading text independently for 10 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log.

Day 3

You will act as your timekeeper and facilitator for this task card. Sit by a partner. As time permits, share your response with your partner during step 4.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.
4. Choose a prompt from the Independent Reading Prompt Bookmarks to respond to. Respond to the prompt in your independent reading journal. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Day 4

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

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
 - Show the group your text.
 - Tell your group what your text is about. (“My text is about ____.”)
 - Tell your group your opinion of the text. Explain why you have that opinion. (“I like/don’t like my text because ____.”)

Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.
4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
5. Repeat with each person in the group.

Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Target

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.4.3a, L.4.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *vis-*. (RF.4.3a, L.4.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (■●◆) or a Vocabulary Grid (▲) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, it is suggested ● and ◆ are grouped together to work on the same activity card.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills program.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the task card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix. Encourage them to say the word and structure in their own sentences. (Example: “I use strategies for overcoming ____.”)
- **In advance:**
 - Post Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display) Unit 3, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 3, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Unit 1, Lesson 11 module lesson)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one for display)

Days 2 and 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster including the **Unit 3, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

■ ● ◆ Days 2 and 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **vocabulary logs** and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card**.

- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the task card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the task card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Unit 1 of the module lessons.
- Invite students to complete their Vocabulary Square.
- Because this is still quite new, work step-by-step with students to complete the Vocabulary Square using a model where necessary.
- Collect Teacher-Guided Student Activity Card to review student work and to determine common issues to use as whole group teaching points.

▲ Day 2: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their vocabulary logs and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Tell students they will focus on a word in a sentence from the Performance Task anchor chart that talks about what they will do at the end of the module for the performance task. They will be showing their classmates a poem they wrote.
 - Focus students on the sentence at the top of their task card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.

– Ask:

***“What is the gist of this sentence? What, in the sentence, makes you think so?”
(Responses will vary.)***

- Encourage extended conversation among students about the meaning of the sentence. If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students. Note: Students will focus on the word *visuals* on Day 4.
- Focus students on the word *inspired* and invite them to place a finger on it and say it aloud chorally with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you. Invite students to represent the pronunciation of the word in a way that is helpful to them on the grid on the second page of their task card.

“What is the translation of inspired in our home languages? I’ll give you a minute to think, use your dictionary, and write on the grid on your activity card.”

- Students can use their dictionary to find translations and cognates—word with same origin—in their home language.
- Invite students to place a finger on the suffix *-ed* and to say it aloud chorally with you. Turn and Talk:

“What is the meaning of the suffix? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on the second page of your activity card.”

- Invite students to write the affix and its meaning on the grid. Call on a student and write his or her ideas on the board or on chart paper.

“Turn to an elbow partner and say whether you agree or disagree about the meaning of the suffix, and why.”

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (It means a verb is in the past tense, something that happened in the past. Note for students that because *inspire* already ends in an “e,” when it becomes past tense, you just add a “d.”)

“Look on the task card. What are the two meanings of the root spire? What’s the difference between the two meanings? I’ll give you a minute to think.”

- Invite students to Turn and Talk with a partner about the two meanings of the root. Call on a student and write his or her ideas on the board or on chart paper. Note: If you have students who speak a romance language, they will likely know words in their home language with this same root. Encourage them to make connections.

“Turn to your elbow partner and say whether you agree or disagree, and why.”

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*Spire* means to breathe like *respiratory system*, or breath of life like *spirit*.)

“What is the meaning of the prefix in-? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid.”

- Invite students to write the prefix and its meaning on the grid. Call on a student and write his or her ideas on the board or on chart paper.

“Turn to your elbow partner and say whether you agree or disagree, and why.”

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*In-* means “not” like *ineffective*, but it also means “into” like *inform*. In this case, it means “into.”)

“So, what is the meaning of inspired? I’ll give you a minute to think, sketch, and write on the grid on your task card.”

- Invite students to sketch a visual representation of the word on the grid of their activity card to help them remember the meaning. Invite them to write a definition in their own words. Call on a student and write his or her ideas on the board or on chart paper. (*Inspired* means to get an idea from somewhere—as if the idea was breathed into your mind.)
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the meaning of the word:

Conversation Cue: “Can you give an example?” (Responses will vary.)

- Point to the sentence on the board or on chart paper and read it aloud again, and invite students to point to the sentence on their activity card and read along silently in their heads. Ask:

“Who can tell me another way to say what in this sentence?” (things that)

“So, what do we want the listener to understand?” (the things that make us feel like writing poetry)

“Why are we including pictures or videos in our presentation?” (to help listeners better understand what inspired us)

“When you wrote your poems, you were inspired by something. What inspired you to write your poems? What pictures or videos would help show that?” (Responses will vary, but may include a storm or a picture of a storm clouds.)

- As students respond, invite them to create a sentence using the frame on the task card to use *inspired* in response to the question. (Example: “A picture of a ____ will help my listener understand I was inspired by ____.”)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:

Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)

- Invite students to get to know the word *inspired* better. Review how to complete the Vocabulary Grid.

- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card** and walk through the tasks for Day 3, providing models where helpful.
- Collect Teacher-Guided Student Activity Card to review student work and to determine common issues to use as whole group teaching points.

▲ Day 4: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their vocabulary logs and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.

- Review the Daily Learning Target and discuss its meaning.
- Tell students they will focus on a word in a sentence from the Performance Task anchor chart that talks about what they will do at the end of the module for the performance task. They will be showing their classmates a poem they wrote.
- Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
- Turn and Talk:
 - ***“What is the gist of this sentence? What, in the sentence, makes you think so?”***
(Responses will vary.)
- Review the meaning of the word *inspired*. After providing think time, ask students to share out.
- If productive, use a Goal 2 Conversation Cue that prompts students to seek to understand what a classmate said.
 - ***Conversation Cue: “Who can tell us what your classmate just said in your own words?”***
(Responses will vary.)
- Display the following sentence frames. Invite students to use *inspired* in a sentence using the sentence frames.
 - “A picture of a _____ will help a listener understand I was inspired by _____.”
 - “The listener will better understand what inspired me to write my poem when I show a video of _____.”
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.
 - For translation work, invite students to use their online or paper translation dictionary if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Invite students to place a finger on the word *visuals* and to say it aloud chorally with you.
 - Break the word down into syllables and say aloud, then invite students to break it down into syllables and say each syllable aloud with you. Invite students to represent the pronunciation of the word in a way that is helpful to them on the grid on the second page of their activity card.
 - ***“What is the translation of visuals in our home languages? I’ll give you a minute to think, use your dictionary, and write on the grid on your task card.”***
 - Students can use their dictionary to find translations and cognates—words with the same origin—in their home language.
 - Invite students to place a finger on the root, *vis-*, and to say it aloud chorally with you.
 - ***“What is the meaning of the root? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on your activity card.”***

- Invite students to write the root and its meaning on the grid. Call on a student and write his or her ideas on the board or on chart paper.

“Turn to an elbow partner and say whether you agree or disagree about the meaning of the root, and why.”

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (It means to look at or see.)
- Invite students to place a finger on the suffix, *-al*, and to say it aloud chorally with you. Turn and Talk:

“What is the meaning of the suffix? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on your activity card.”

- Invite students to write the suffix and its meaning on the grid. Call on a different student and write his or her ideas on the board or on chart paper.

“Turn to your elbow partner and say whether you agree or disagree, and why.”

- Give students 1 minute, then call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (*-al* means having to do with or characterized by.)
- Invite students to place a finger on the *-s* in *visuals* and to say it aloud chorally with you. Turn and Talk:

“What if the word didn’t have this suffix? How would that change the meaning? (Because this word is a noun, when it ends in -s, it becomes plural. If it didn’t have -s, we would know we needed only one visual.)”

- Give students some time to list other plural words they know and write their ideas on the board/chart paper. Confirm correct answers. (Note: If needed, discuss how some verbs end in *-s*, too, but they are not plural—e.g., She *walks* her dog in the morning. Only nouns become plural with an added *-s*.)

“So, what is the meaning of visuals? I’ll give you a minute to think, sketch, and write on the grid on your task card.”

- Invite students to sketch a visual representation of the word on the grid of their activity card to help them remember the meaning. Invite them to write a definition in their own words. Call on a student and write his or her ideas on the board/chart paper. (Visuals are the parts of a film or presentation that you can see as opposed to hear.)
- Point to the sentence on the board or on chart paper and read it aloud again, and invite students to point to the sentence on their activity card and read along silently in their heads. Ask:

“Who can tell me another way to say what in this sentence?” (things that)

“So, what do we want the listener to understand?” (the things that make us feel like writing poetry)

“What are we including in our presentation, and why?” (visuals to help listeners better understand what inspired us)

“What are some examples of some visuals someone could use?” (pictures, videos, drawings)

“When you wrote your poems, you were inspired by something. What inspired you to write your poems? What pictures or videos would help show that?” (Responses will vary.)

- As students respond, invite them to create a sentence frame for using visuals to respond to the questions. (Example: “The visuals for my presentation will be _____ and _____ because _____.”)
- Invite students to get to know the word *visuals* better. Review how to complete the Vocabulary Grid.
- Collect Teacher-Guided Student Activity Card to review student work and to determine common issues to use as whole group teaching points



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Card (■)

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.4.3a, L.4.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *vis-*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary (one per pair)

Directions:

Day 2

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

Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

The word is **"inspired."**

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

Prefix	Root	Suffix	Definition of Affix
	<i>spire-</i> means breathe, or breath of life		<i>in-</i> means into or not. In this case, it means into.

2. Complete the Vocabulary Square for the word **inspired**:

<p>Definition in your own words</p>	<p>Words with the same affix</p> <p>In- _____</p> <p>In- _____</p>
<p>Words with the same root (spir or spire)</p>	<p>Sketch</p>

Day 4

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

Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

The word is **"visuals."**

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

Prefix	Root	Suffix	Definition of Affix
		-al	-al means related to or characterized by

2. Complete the Vocabulary Square for the word **visuals**:

Definition in your own words	Words with the same affix _____ -al _____ -al
Words with the same root (vis)	Sketch

**Word Study and Vocabulary****Unit 3, Week 2: Teacher-Guided Student Activity Card (●◆)****Name:** _____ **Date:** _____**Daily Learning Targets**

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.4.3a, L.4.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *vis-*. (RF.4.3a, L.4.4b)

Student Materials**Days 2 and 4:**

- Affix List
- Dictionary (one per pair)

Directions:**Day 2**

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

Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

The word is **"inspired."**

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

Prefix	Root	Suffix	Definition of Affix
	<i>spire-</i> means breathe, or breath of life		

2. Complete the Vocabulary Square for the word **inspired**:

<p>Definition in your own words</p>	<p>Words with the same affix</p>
<p>Words with the same root (spir or spire)</p>	<p>Sketch</p>

3. Use the word in a sentence:

Day 4

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

Your presentation will also include visuals—for example, images or video—to help the listener better understand what inspired you and why.

The word is **"visuals."**

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

Prefix	Root	Suffix	Definition of Affix
			<p>-al means related to or characterized by</p>

2. Complete the Vocabulary Square for the word **visuals**:

Definition in your own words	Words with the same affix
Words with the same root	Sketch

3. Use the word in a sentence:



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Card (▲)

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *in-*. (RF.4.3a, L.4.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *vis-*. (RF.4.3a, L.4.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary (one per pair)

Directions:

Day 2

Sentence:

Your presentation will also include visuals—for example, images or video—to help the listener better understand what **inspired** you and why.

(Source: Performance Task anchor chart)

Word: Complete the Vocabulary Grid for the word **inspired**.

Pronunciation		Translation		Cognates
Prefix <i>in-</i> means	Root and Definition of root <i>-spire</i> means to breathe or breath of life	Suffix <i>-ed</i>	Definition of suffix <i>-ed</i> means	
Sketch				
Definition in your own words				

Day 4

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

Sentence:

Your presentation will also include **visuals**—for example, images or video—to help the listener better understand what inspired you and why.

(Source: Performance Task anchor chart)

Word: Complete the Vocabulary Grid for the word **visuals**.

Pronunciation		Translation		Cognates
Root <i>vis-</i>	Definition of root	Suffix <i>-al</i> means	Definition of root + suffix <i>visual</i> means	
Sketch				
Definition in your own words				

Word Study and Vocabulary

Unit 3, Week 2: Teacher-Guided Student Activity Card (■●◆)

Day 2

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

Prefix	Root	Suffix	Definition of Affix
	spire- means		in- means

2. Complete the Vocabulary square for the word **inspired**:

<p>Definition in your own words Responses will vary, but may include: To give someone an idea</p>	<p>Words with the same affix</p>
<p>Words with the same root (spire)</p>	<p>Sketch</p>

3. Use the word in a sentence:

Day 4

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

Prefix	Root	Suffix	Definition of Affix
			al means

2. Complete the Vocabulary Square for the word **visuals**:

Definition in your own words	Words with the same affix
Words with the same root (vis)	Sketch

3. Use the word in a sentence:

Word Study and Vocabulary

Unit 3, Week 2: Teacher-Guided Student Activity Card (■●◆) (Answers for Teacher Reference)

Day 2

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

Prefix	Root	Suffix	Definition of Affix
<i>in-</i>	<i>spire- means breathe, or breath of life</i>	<i>-ed</i>	<i>in- means into or not. In this case it means into</i>

2. Complete the Vocabulary square for the word **inspired**:

<p>Definition in your own words Responses will vary, but may include: <i>To give someone an idea</i></p>	<p>Words with the same affix Responses will vary, but may include:</p> <ul style="list-style-type: none"> – <i>Insert</i> – <i>Involve</i> – <i>Inform</i> – <i>Influence</i> – <i>Include</i> – <i>Innate</i>
<p>Words with the same root (spire) Responses will vary. Suggestions include:</p> <ul style="list-style-type: none"> – <i>Spirit</i> – <i>Aspiration</i> – <i>Expire</i> – <i>Conspire</i> – <i>Respiratory</i> 	<p>Sketch Responses will vary. Sketch will show someone getting an idea.</p>

3. Use the word in a sentence:

Responses will vary, but may include: I was inspired by my cat to write a poem.

Day 4

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

Prefix	Root	Suffix	Definition of Affix
	<i>vis</i>	<i>al</i>	<i>al means related to or characterized by</i>

2. Complete the Vocabulary Square for the word **visuals**:

<p>Definition in your own words <i>Responses will vary, but may include: Picture or video that help people see what you are talking about</i></p>	<p>Words with the same affix <i>Responses will vary, but may include:</i></p> <ul style="list-style-type: none">– Animal– Nocturnal– Burial– Proposal– Spinal– Facial– Legal
<p>Words with the same root (vis) <i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none">– Vision– Revise– Visible– Invisible– Visit– Advise	<p>Sketch <i>Responses will vary. Sketch will show something that someone can see.</i></p>

3. Use the word in a sentence:

Responses will vary, but may include: The visual effects in the movie were awesome.

Word Study and Vocabulary

Unit 3, Week 2: Teacher-Guided Student Activity Card (▲)

Day 2

Pronunciation	Translation		Cognates
Prefix <i>in- means</i>	Root and Definition of root	Suffix	Definition of suffix <i>-ed means</i>
Sketch			
Definition in your own words			

Day 4

Pronunciation	Translation		Cognates
Root	Definition of root	suffix	Definition of root + suffix
Sketch			
Definition in your own words			

Word Study and Vocabulary

Unit 3, Week 2: Teacher-Guided Student Activity Card (▲) (Answers for Teacher Reference)

Day 2

Sample responses. Student responses may vary.

Pronunciation <i>stræ - tə-dʒiz</i>	Translation <i>inspirado</i>		Cognates <i>inspirar</i>
Prefix <i>in-</i> means into or not	Root and Definition of root <i>breathe, or breath of life</i>	Suffix <i>-ed</i>	Definition of suffix <i>-ed</i> means the verb in the past tense
Sketch <i>a sketch showing someone getting an idea</i>			
Definition in your own words <i>To get an idea from somewhere or something</i>			

Day 4

Sample responses. Student responses may vary.

Pronunciation <i>v 'ɪʒəwəl</i>	Translation 克服		Cognates
Root <i>vis</i>	Definition of root <i>vis-</i> means to look at or see	suffix <i>-al</i>	Definition of root + suffix <i>visual</i> means having to do with seeing or look at
Sketch <i>a sketch showing something like a student seeing something</i>			
Definition in your own words <i>Something people look at during a presentation</i>			



Writing Practice



Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Days 2 and 4: I can write fluently for 10 minutes. (W.4.2, W.4.4, W.4.10)

Student Materials

Days 2 and 4:

- Units 1–2 module texts

Directions:

Day 2

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

Writing fluency: to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

Writing Prompts

Choose a prompt and use your Units 1–2 module texts to respond:

- From the poems you have read in this module, which one is your favorite? Why?
- From the poets you have read about in this module, which one is your favorite? Why?
- Write a new response to a prompt from Day 1:
 - What inspires poets to write poetry?
 - What inspires you to write poetry?
 - Freewriting: Write your own poem.
- Write about a topic of your choice.

