 Education
Language Arts

Grade 4: Module 3: Unit 3

Additional Language and Literacy Block

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Grade 4: Additional Language and Literacy Block: Module 3

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

Additional Language and Literacy Block

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






The ALL Block for each unit contains the following:

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

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

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

ALL 4M3 UNIT 3 OVERVIEW

 <p>Reading and Speaking Fluency/GUM RF.4.4, RF.4.4b, L.4.3b</p>	<ul style="list-style-type: none"> • Students are allocated a narrative text fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage with an appropriate tone. • <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i> • 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.)
 <p>Additional Work with Complex Text RI.4.1, RI.4.3, W.4.1, SL.4.1, L.4.1 L.4.1f</p>	<ul style="list-style-type: none"> • Students work with an excerpt from the Declaration of Independence to better understand the structure of the document and see how it has all the parts of opinion writing. All students participate in a Language Dive on Day 4. • <i>ELLs complete the same activities as other students.</i> • 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.)
 <p>Independent Reading RL.4.2, RL.4.10, RI.4.2, RI.4.8, RI.4.10, SL.4.1</p>	<ul style="list-style-type: none"> • Students read both research texts (on topics related to American Revolution) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. • <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice W.4.1, W.4.4, W.4.5, W.4.9b</p>	<ul style="list-style-type: none"> • Students write a modern broadside on an issue from their school or classroom they would like to see change. • <i>ELLs complete the same activities as other students.</i> • 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.)
 <p>Word Study and Vocabulary RF.4.3a, L.4.4b, L.4.6</p>	<ul style="list-style-type: none"> • Students analyze two academic vocabulary words (<i>uninvolved</i> and <i>nonviolence</i>) and their affixes (using Vocabulary Trees). • <i>ELLs complete the same activities as other students with additional mini Language Dives.</i> • Suggested grouping: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

ALL 4M3 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAYS		
Lesson 2	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 3 ALL Block: Week 1, Day 1	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment. They identify strengths and set goals.</p> <p>Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4, L.4.3b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card • Fluency passage: Excerpts from the Declaration of Independence 	<p>Additional Work with Complex Text</p> <p>Overview: All students follow a task card to unscramble three big chunks from the Declaration on Independence and put them in order. They discuss their thinking with a partner. Students have read all of the chunks from the Declaration of Independence in Unit 2 ALL and Unit 2 module lessons.</p> <p>Learning Target: I can use what I know about opinion writing to arrange excerpts from the Declaration of Independence in order. (RI.4.3, W.4.1)</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 • Beginning, Middle, and End Chunks of the Declaration of Independence 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 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
Lesson 4 ALL Block: Week 1, Day 2	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, all students explore the overall structure of the Declaration of Independence. Using the same excerpts as those from Day 1, students identify the parts of an opinion text—namely context, opinion, reason, evidence, and conclusion.</p> <p>Learning Target: I can identify the parts of an opinion text in the Declaration of Independence. (RI.4.3, W.4.1)</p>	<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 provide feedback to a partner.</p> <p>Learning Target: 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 and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 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>

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ALL 4M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
	<p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card Excerpts from the Declaration of Independence (■▲), (●◆) 		
<p>Lesson 5</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 tone when reading aloud. They then apply this skill to read their fluency passage fluently.</p> <p>Learning Target: I can read a passage aloud fluently, using appropriate tone. (RF.4.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p>Printed Materials: N/A</p>	<p>Additional Work with Complex Text</p> <p>Overview: All students follow a task card to apply what they have learned about the ideas expressed in the Declaration of Independence. With a partner, they read modern-day scenarios and discuss what the signers of the Declaration of Independence may think of the scenario.</p> <p>Learning Target: I can explain how the ideas expressed in the Declaration of Independence apply to modern life. (RI.4.1)</p> <p>I can have an effective discussion with my partner. (SL.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Declaration of Independence Scenarios 	<p>Independent Reading</p> <p>Overview: All students follow a task card to read and respond to a prompt.</p> <p>Learning Target: I can describe how parts of my text are related. (RI.4.8, 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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Additional Language and Literacy Block

ALL 4M3 UNIT 3 SAMPLE CALENDAR

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 1, Day 4</p>	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students participate in a Language Dive to learn how to use imperative sentences and craft a catchy call to action for an opinion piece. This supports student writing in Unit 3 module lessons and student learning in Writing Practice: Unit 3: Week 2 where students write a modern broadside.</p> <p>Learning Targets: I can understand and practice using complex English language structures. (L.4.1)</p> <p>I can understand and use imperative complete sentences for writing a call to action. (L.4.1f)</p> <p>I can make connections between the focus statement and the call to action in a broadside. (W.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Language Dive Guide II: Violence Is Not the Answer! • Language Dive Chunk Chart II: Violence Is Not the Answer! • Language Dive Sentence Strip Chunks II: Violence Is Not the Answer! 	<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. Then they self-assess 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:</p> <p>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.</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:</p> <p>N/A</p>
<p>Lesson 7</p>	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</p>		

ALL 4M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, students brainstorm and plan their modern broadside. A Modern Broadside Planning graphic organizer is available for additional support. Learning Target: I can plan a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> • Unit 3, Week 2: Writing Practice: Teacher Guide • Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card • Modern Broadside Planning graphic organizer (■) 	Word Study and Vocabulary Overview: All students follow a task card to play a game to review the definition of words with common prefixes that mean “not.” Learning Target: I can practice using words with prefixes that have a similar meaning. (L.4.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Unit 3, Week 2: Word Study and Vocabulary: Student Task Card • Who Has...? word cards 	Independent Reading Overview: All students follow a task card to independently read and log their reading. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10/RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Unit 3, Week 2: Independent Reading: Student Task Card
Lesson 9 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>uninvolved</i> with a focus on the prefix <i>un-</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Reading Foundations Skills Block program. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix un-. (RF.4.3a, L.4.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i>	Writing Practice Overview: All students follow a task card to continue planning their modern broadsides. Some students may begin to write their modern broadsides and build stamina in writing fluency. Learning Target: I can write a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Unit 3, Week 2: Writing Practice: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.4.10/RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

ALL 4M3 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
	<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>Lesson 10</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students review the parts of an introduction. They continue writing their modern broadsides and building stamina in writing fluency.</p> <p>Learning Target: I can write a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials: N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: All students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context.</p> <p>Learning Target: I can use an academic vocabulary word in context. (L.4.6)</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 and respond to a reading prompt.</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>
<p>Lesson 11</p> <p>ALL Block: Week 2, Day 4</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>nonviolence</i> with a focus on the prefix <i>non-</i>.</p> <p>Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Reading Foundations Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix <i>non-</i>. (RF.4.3a, L.4.4b)</p>	<p>Writing Practice</p> <p>Overview: Students follow a task card to complete their modern broadside and write for the full 14 minutes.</p> <p>Learning Target: I can write a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)</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 within the group.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading. (RL.4.2/RI.4.2, RL.4.10/RI.4.10, SL.4.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

(continued)

ALL 4M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
	<p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including an additional Mini Language Dive.</i></p> <p>Printed Materials: N/A</p>		
Lesson 12	<p style="text-align: center;">FLEX DAYS</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p> <p style="text-align: center;">Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</p>		
Lesson 13			
Lesson 14			
Lesson 15			



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

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

Day 3:

- I can read a passage aloud fluently, using appropriate tone. (RF.4.4b)

Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to use appropriate tone and emphasize different words while reading through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages. Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.
- **Differentiation:**
 - Day 1: Each group of students will read a different excerpt of the Declaration of Independence. To provide heavier support, translate the excerpt into more modern language and print it alongside the excerpt. See Unit 3, Week 1, Day 2: Additional Work with Complex Text: Excerpts from the Declaration of Independence (■ ▲). To provide heavier language support, guide ELLs through the Mini Language Dive.
 - Day 3: To provide heavier support for step 1, pre-underline some words in the fluency passage. Underline some words that are important to the tone and words that are not (e.g., *it, that, which*). Students can discuss with a partner which of the underlined words are important to emphasize. For heavier language support, guide ELLs through the Mini Language Dive focused on the same sentence from Day 1.
- **In advance:**
 - Prepare:
 - Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
 - Prepare materials for independent student groups.

Materials

Day 1:

- ✓ Infer the Topic Resources: 4 (from Unit 1 module lesson; one to display)
- ✓ Fluency passage: Excerpts from the Declaration of Independence (one per student)
- ✓ Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)

- ✓ Fluency Self-Assessment Checklist (from Module 2 ALL; one per student)
- ✓ Highlighter (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3:

- ✓ Fluency passage (from Day 1; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Display the image of **Infer the Topic Resources: 4**. Introduce the reading fluency passages. Remind students they have read these excerpts from the Declaration of Independence in the module lessons and now they will get a chance to practice reading fluency with this important document from U.S. history.
- Distribute the appropriate **fluency passage** to each group:
 - ■ Excerpt #1
 - ●▲ Excerpts #1 and #2
 - ◆ Excerpts #1, #2, and #3
- Invite students to preview the text by silently reading it independently or to whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the gist of the appropriate excerpt(s) with students. Reread as needed.
- ▲: Mini Language Dive: **“We hold these truths to be self-evident /, that all men are created equal /, that they are endowed by their Creator / with certain unalienable Rights /, that among these are Life, Liberty and the pursuit of Happiness.”**

Note: Students will return to the same sentence on Day 3.

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *We hold*: “Who did what?” / Meaning: The writers of the *Declaration of Independence* and now the people of the United States believe these things deeply. One can also hold something tangible. (subject + verb; main part of independent clause)
 - *these truths*: “Hold what?” / Meaning: The statements of things we believe in these refers to being created equal and being endowed with rights. (pronoun + object)
 - *to be self-evident*: “What?” / Meaning: The truths are obvious; they need no explanation or proof. We can use *to + verb* to describe a preceding noun. (infinitive + adjective complement)
 - This chunk demonstrates typical subject + verb + object word order for an independent clause in English. Note that the vocabulary and infinitive phrasing are somewhat outdated. Students can discuss how these structures are the same as and different from their home language.

- Practice: “I hold (something intangible)_____.” “I hold _____(something tangible)_____.”
“We deeply believe _____.”
- Reconstruct: Reread the sentence. Ask:
 - “**Now what do you think the sentence means?**”
 - “**What other truths would you add to this list?**”
- Practice: Invite students to think for a couple of days about how they might say this sentence in modern, formal English and how they might divide this sentence into two or more sentences.
- Distribute the **Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion, as needed.
- Invite students to use a **highlighter** to highlight the following focus criteria for this week:
 - “I can read a group of related words and phrases together.”
 - “I can correct myself and reread when what I read was wrong or didn’t make sense.”
 - “I can notice and read punctuation.”
 - “I can use the appropriate tone to express the author’s meaning.”
- Tell students that because this document has such long sentences, it is important to pay attention to groups of related words and punctuation.
- Read the text two or three times aloud, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (Students in the ▲ group may not have time for this step. Consider prioritizing choral reading in the subsequent bullet instead.)
- Invite students to read the passage aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist and setting a goal.
 - ▲: Consider posting the following sentence frames:
 - “One of my strengths is _____ because _____.”
 - “My goal is _____. I will achieve it by _____.”
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 2’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.
- Review learning targets and invite students to retrieve their **fluency passage**.
- Remind students of the **Fluent Readers Do These Things anchor chart** and that the focus criterion for this week is:
 - “I can use the appropriate tone to express the author’s meaning.”

- Ask:
 - “You now know a lot about the time period and events leading up to the Declaration of Independence. What tone of voice do you think would best express the author’s meaning?” (a passionate, confident tone)***
- Explain that one of the ways readers express a specific tone is to emphasize certain words or phrases with their voice, which is another one of the focus criteria for the week.
- Invite students to reread the excerpt(s) from the Declaration of Independence silently to themselves and underline at least five words or phrases they would like emphasize when they read it aloud. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Mini Language Dive: “We hold these truths to be self-evident /, that all men are created equal /, that they are endowed by their Creator / with certain unalienable Rights, / **that among these are Life, Liberty and the pursuit of Happiness.**”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *among*: Meaning: *among* means *included in* or *some of*. The authors use *among* to introduce some of the rights. (preposition)
 - *these*: “What?”/ Meaning: *these* refers to *Rights* in the previous chunk. The authors capitalized the rights (*Life, Liberty, Happiness*) to express how important these rights are. We don’t usually do this in formal writing now. (determiner)
 - Practice: “What is another way to say this chunk?”
 - Reconstruct: Reread the sentence. Ask:
 - “How does your understanding of this sentence help you understand why the Declaration of Independence was written?”***
 - Practice:
 - “What is another way to say this sentence in modern, formal English?”***
 - “Can we divide this sentence into two or more sentences? What do we have to remove or change?”***
- Debrief step 2. Students can share with a partner, or invite a few students to share with the whole group.
- Read the group fluency passage aloud and model using an appropriate tone and emphasizing important words and phrases with pauses and changing the tone, volume, and/or speed of your voice.
- Ask:
 - “How did I emphasize certain words and phrase?” (by changing the tone, volume, and/or speed of your voice)***
- ▲: Ensure the effect of pausing or emphasizing words is transparent. Ask:
 - “How does emphasizing certain words and phrases aid in comprehension?” (It helps the reader pay closer attention to important words.)***
 - “Can you figure out what kinds of words we emphasize in English?” (content words, important words; not function words such as to, that, by, with, and, or the.)***

Additional Language and Literacy Block

- Invite students to practice reading their passages aloud:
 - Using an appropriate tone and emphasizing the words they underlined
 - Adding pauses and changing the tone of voice they use according to the punctuation
 - (if time permits) in different tones (e.g., with a tone of fear or uncertainty)
- Tell students that tomorrow, they will each read their fluency passage for their group. Challenge students to memorize this sentence from their passage: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness” and one other one that they choose.
- Prepare students for Day 4’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to remember their goal from Day 1 (if needed, redistribute Teacher-Guided Student Activity Cards). Remind them they will have a chance to assess their progress toward this goal on Day 4.

**Reading and Speaking Fluency/GUM****Unit 3, Week 1, Day 1: Teacher-Guided Student Activity
Card (■●◆▲)****Name:** _____ **Date:** _____**Daily Learning Target****Day 1:**

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

Student Materials**Day 1:**

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

Directions:**Day 1**

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

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

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

Additional Language and Literacy Block

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

**Reading and Speaking Fluency/GUM****Unit 3, Week 1, Day 1: Fluency Passage: Excerpts from the Declaration of Independence****Name:** _____ **Date:** _____**Excerpt #1**

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

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

Excerpt #2

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States.

Excerpt #3

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved.

Declaration of Independence: A Transcription. U.S. National Archives and Records Administration, <https://www.archives.gov/founding-docs/declaration-transcript>. Accessed 25 Aug. 2016.



Additional Work with Complex Text



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can use what I know about opinion writing to arrange excerpts from the Declaration of Independence in order. (RI.4.3, W.4.1)

Day 3:

- I can explain how the ideas expressed in the Declaration of Independence apply to modern life. (RI.4.1)
- I can have an effective discussion with my partner. (SL.4.1)

Student Materials

Day 1:

- Beginning, Middle, and End Chunks of the Declaration of Independence
- Scissors
- Evidence Presented in the Declaration of Independence chart (optional)
- Glue stick

Day 3:

- Declaration of Independence Scenarios (one per pair)

Directions:

Day 1

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

This week, you will work with the Declaration of Independence.

Part I

1. Cut apart the Beginning, Middle, and End Chunks of the Declaration of Independence.
2. Work with a partner to put the chunks in order. Use the Evidence Presented in the Declaration of Independence chart to help you if needed.

3. Once you have agreed on an order, glue them on the chart below.
4. Reread the text out loud.
5. Say a one-sentence summary of the beginning, middle, and end as you point to each chunk.

The Declaration of Independence
GLUE BEGINNING CHUNK HERE
GLUE MIDDLE CHUNK HERE
GLUE END CHUNK HERE

Part II

Find a new partner. Discuss:

- Why did you put the chunks in the order you did? What words or phrases helped you?

"I decided to put this first because of the words _____. These words tell me _____."

"I knew this chunk _____ because of the phrase _____."

- The Declaration of Independence is an opinion text. How is it like other opinion texts that you have read?

"It is similar to other opinion texts because it _____ and _____ and _____."

MORE CHALLENGE:

Which sentence states the opinion in the Declaration of Independence? Underline and star it in the chart above.

Day 3

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

1. Declaration of Independence Scenarios:

- With a partner, choose one of the discussion scenarios.
- Read the scenario aloud. Discuss the question at the bottom of the scenario. Try to use evidence from the Declaration of Independence to support your thinking. Use the sentence frames to help you:
 - "I believe the signers of the Declaration of Independence would think _____ because _____."
 - "Because the signers of the Declaration of Independence thought _____, I think they would think this scenario was _____."

Example: I believe the signers of the Declaration of Independence would think that the vote was really important because the community should be able to say whether or not they want the taxes for the science lab. The signers wanted people to have a say in the taxes. That was one of their complaints against the king.

- Go on to another discussion scenario.
- Discuss at least two. You may discuss more if you have time.

2. Reflection

Choose one of the scenarios and write your ideas to the question below. Be sure to include why you think the way you do.



Additional Work with Complex Text



Unit 3, Week 1, Day 1: Beginning, Middle, and End Chunks of the Declaration of Independence

Name: _____ **Date:** _____

Directions: Cut apart these chunks from the Declaration of Independence. Discuss with your partner the order they should go in, then attach them to your Student Task Card.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world:

For imposing Taxes on us without our Consent ...

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

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

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

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

That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved.





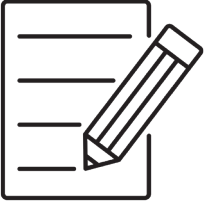


Additional Work with Complex Text



Unit 3, Week 1, Day 3: Declaration of Independence Scenarios

Name: _____ Date: _____

 <p>You overhear your parents talking about whom they are going to vote for in the upcoming election. Your older brother says, "I don't know why anyone bothers to vote. It doesn't really matter."</p> <p>What would the signers of the Declaration of Independence say to your brother?</p>	 <p>You see on TV that there are certain jobs where women are being paid less than men to do the same amount of work.</p> <p>What would the signers of the Declaration of Independence say about this rule?</p>
 <p>On the news, you hear that your community will vote about whether or not the community will increase taxes to pay for a new school science lab.</p> <p>What would the signers of the Declaration of Independence say about this vote?</p>	 <p>Every time you buy something at the grocery store, you notice on the receipt something called sales tax.</p> <p>What would the signers of the Declaration of Independence say about this tax?</p>
 <p>You want something to change in your school. You think that writing a letter to the principal may help. Your friend tells you, "If you write something with very clear reasons and evidence, it may convince the principal."</p> <p>What would the signers of the Declaration of Independence say about this?</p>	<p>MORE CHALLENGE:</p> <p>Every time you buy something at the grocery store, you notice on the receipt something called sales tax.</p> <p>What would the signers of the Declaration of Independence say about this tax?</p>



Additional Work with Complex Text



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

The Declaration of Independence	
Beginning	<p>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ... a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation....</p> <p>That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....</p>
Middle	<p>The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world:</p> <p>For imposing Taxes on us without our Consent ...</p> <p>For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever ...</p> <p>For Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States ...</p>
End	<p>That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved.</p>



Independent Reading



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

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

Day 3:

- I can describe how parts of my text are related. (RI.4.8, RI.4.10)

Day 4:

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

Directions:

Days 1 and 2

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

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

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: "Choose two sentences or paragraphs and describe how they are connected."

Day 4

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

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned.
 - "I've learned _____. For example, _____."
 - "Something I have learned is _____. For instance, _____."
 - Share two new vocabulary words and their meanings.
 - "A new word for me is _____. It means _____. For example, you could say: _____."
(your own sentence with the word)
 - Group: Listen and think about what else you would like to know about this person's text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
 - "When you said _____, what did you mean?"
 - "How does _____ relate to _____?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
7. Repeat steps 4–6 with each person in the group.
 - If time permits, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can identify the parts of an opinion text in the Declaration of Independence. (RI.4.3, W.4.1)

Day 4

- I can understand and practice using complex English language structures. (L.4.1)
- I can understand and use imperative complete sentences for writing a call to action. (L.4.1f)
- I can make connections between the focus statement and the call to action in a broadside. (W.4.1)

Teaching Notes

- On Day 2, students examine the structure of the Declaration of Independence and look for the parts of an opinion text. The Declaration of Independence is a well-constructed argument supporting the opinion that the colonists should separate from Great Britain, and the original document was structured much like the opinion pieces that students are learning to write.
- On Day 4, all students participate in a Language Dive centered on L.4.1. They work on crafting an imperative sentence and a call to action. They practice this language structure in Writing Practice: Week 2, Days 1–4 when they write their own modern broadsides (see rationale in the Language Dive Guide II: Violence Is Not the Answer!)
- **Differentiation:**
 - For Day 2, the excerpts from the Declaration of Independence have been differentiated for ELLs and below-grade-level students and translated into more modern English. For heavier language support, consider revisiting one of the Mini Language Dives from the module lessons or ALL Block lessons that centered on sentences from these excerpts from the Declaration of Independence (see Unit 2, Lesson 5 of the module lessons or Unit 2, Week 1: Word Study and Vocabulary).
 - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students' needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students' needs.
 - Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 7 module lesson) as necessary.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Excerpts from the Declaration of Independence (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide II: Violence Is Not the Answer! (for teacher reference)
- ✓ Language Dive Chunk Chart II: Violence Is Not the Answer! (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks II: Violence Is Not the Answer! (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the learning target for this activity. Remind students that the Declaration of Independence is an excellent example of an opinion text that helped persuade people to support the founding of the United States.
- Invite students to use the **excerpts from the Declaration of Independence** to complete steps 1–2 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- As a group, debrief step 2 and paste the opinion in place.
- Complete the rest of the activity card as a group. Arrange the excerpts in order and discuss the purpose of each in the opinion piece we know as the Declaration of Independence.
- If productive, cue students to provide evidence:
 - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)**
- If productive, cue students to explain why a classmate came up with a particular response:
 - Conversation Cue: “Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)**
 - ▲: Post simple sentence frames for students to use during discussion, such as: “I think this excerpt is the __context/reason/evidence/conclusion __ because it __says/explains/states_____.”
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.

Instruction for Day 4:

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work independently on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide II: Violence Is Not the Answer!**, **Language Dive Chunk Chart II: Violence Is Not the Answer!**, and **Language Dive Sentence Strip Chunks II: Violence Is Not the Answer!** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can identify the parts of an opinion text in the Declaration of Independence. (RI.4.3, W.4.1)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can understand and use imperative complete sentences for writing a call to action. (L.4.1f)
- I can make connections between the focus statement and the call to action in a broadside. (W.4.1)

Student Materials

Day 2:

- Excerpts from the Declaration of Independence
- Scissors
- Glue stick

Day 4:

- N/A

Directions:

Day 2

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

1. Cut apart the excerpts from the Declaration of Independence.
2. With a partner, read each excerpt and decide which one states the opinion in the piece.

Discuss this with your group.

What language, in the quote, makes you think it is an opinion?

When your teacher directs you to do so, paste the opinion in the space marked "Opinion" on the Parts of Opinion Writing in the Declaration of Independence chart.

3. With a partner, read each of the remaining excerpts and decide which part of an opinion text it is. Consider asking yourself:
Does this excerpt introduce the context for the opinion? The reason for the opinion? Evidence to support the opinion? A conclusion?
4. Compare your ideas with those of your group.
5. Glue the excerpts onto the Parts of Opinion Writing in the Declaration of Independence chart.

Parts of Opinion Writing in the Declaration of Independence	
Opinion	That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government....
Reason	The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world:
Evidence	For Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States ...
Evidence	For imposing Taxes on us without our Consent ...
Evidence	For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever ...
Conclusion	That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved.

6. Discuss with your group:

The Declaration of Independence was a very effective piece of opinion writing. What do you think makes it effective?

MORE CHALLENGE:

Read the completed Parts of Opinion Writing in the Declaration of Independence chart with a partner and take turns paraphrasing each element of opinion writing.

Day 4

Demonstrate your beliefs and stay out of the war!

1. With a partner:

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

2. Use a present tense verb (third person singular) to complete the imperative sentences with your partner.

- _____ your classmates!
- _____ uninvolved!
- _____ involved!

3. Turn to your partner. Take turns completing the imperative sentences by adding another imperative clause. What would the different colonists say?



Quaker: Demonstrate your beliefs and _____!



Patriot: Demonstrate your beliefs and _____!



Loyalist: Demonstrate your beliefs and _____!

4. Read the focus statement below from "The Time Has Come!" broadside plan from Lesson 6. Based on your understanding of the Language Dive sentence, change the focus statement to a "catchy" call-to-action imperative sentence. Tell it to your partner.

 **The Time Has Come!**

The time to fight for independence has come!

**Additional Work with Complex Text****Unit 3, Week 1, Day 2: Excerpts from the Declaration of Independence (■▲)****Name:** _____ **Date:** _____

Directions: Cut apart these excerpts from the Declaration of Independence. Discuss with your partner if they are context, opinion, reason, evidence, or conclusion.

<p>That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved.</p>	<p>Modern Version: These united colonies now have the right to be free and independent states. We are no longer allegiant to the king of England. All political connections between these states and Great Britain are now totally dissolved.</p>
<p>The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world:</p>	<p>Modern Version: The king of Great Britain has a long history of repeated damages and power grabbing, which has resulted in tyranny. As evidence of this, we submit the following facts for consideration:</p>
<p>For imposing Taxes on us without our Consent ...</p>	<p>Modern Version: For making us pay taxes without our consent.</p>

<p>For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever ...</p>	<p>Modern Version: For officially blocking our legislatures and declaring himself the only person who can make laws for us.</p>
<p>That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government</p>	<p>Modern Version: Whenever any form of government takes away human rights, it is the right of the people to change it or abolish it and to make a new government.</p>
<p>When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another ... a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation</p>	<p>Modern Version: Sometimes in history, a group of people feel that they must separate from another group or their country. In these instances, it is reasonable to expect that this group of people should explain why they want to separate.</p>
<p>For Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States ...</p>	<p>Modern Version: For patrolling us with many armed troops and for using phony trials to protect them from being punished for the crimes they have committed, including murder.</p>

**Additional Work with Complex Text****Unit 3, Week 1, Day 2: Excerpts from the Declaration of Independence (●◆)****Name:** _____ **Date:** _____

Directions: Cut apart these excerpts from the Declaration of Independence. Discuss with your partner if they are context, opinion, reason, evidence, or conclusion.

That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world:

For imposing Taxes on us without our Consent ...

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

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

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

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



Additional Work with Complex Text



Unit 3, Week 1, Day 4: Language Dive Guide II: Violence Is Not the Answer!

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 5, for detailed notes on how the Language Dive format has been modified starting in Module 3.
Sentence	Demonstrate your beliefs and stay out of the war! (from Unit 3, Lesson 5, “Violence Is Not the Answer!” conclusion, by EL Education)
Rationale	This sentence is compelling because it uses imperatives (which students may think are sentence fragments) to create a “catchy” call to action for the conclusion of “Violence Is Not the Answer!” This imperative call to action reinforces the focus statement in the broadside. These features help address the Daily Learning Targets and L.4.1. The sentence connects to the big idea by showing that colonists had different perspectives on fighting for independence. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure Demonstrate your beliefs . After discussing this structure, students practice using it to describe themselves and to express a variety of colonists’ perspectives. They apply their understanding of the meaning and structure of this sentence when writing a call to action for their broadside in Unit 3.
Time	15 minutes
Throughout the Language Dive	Follow the same routines found in Module 3, Unit 1, Lesson 5.
Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; display and distribute the activity card . Follow the same routine found in Module 3, Unit 1, Lesson 5, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus Structure)	
Reconstruct	
Practice (Sentence)	



Additional Work with Complex Text



Unit 3, Week 1, Day 4: Chunk Chart II: Violence Is Not the Answer!

Demonstrate your beliefs

Deconstruct: Language Goals

- *Demonstrate*: “What should you do?” *Demonstrate* means clearly show or provide proof of. (imperative third-person singular present tense verb)
- *your beliefs*: “Demonstrate what?” Demonstrate what you think is true or what you have faith in; in this case, Quakers should demonstrate your Quaker beliefs. (noun phrase/object)
- “Who is the writer, and who is she talking to? What, in the text, makes you think so?” (The writer is a Quaker, and she is talking to other Quakers. The text is a Quaker broadside with opinions and recommendations for other Quakers. *your* also tells me she is speaking to others.)
- “Can you figure out what is ‘missing’ from this chunk? We usually find it in other Language Dive chunks.” This chunk is “missing” a subject. The subject is understood to be *You*, and it always contains the second-person singular present tense verb. This special type of complete sentence with the understood subject *You* is called an imperative, recommendation, or call to action. Though it may look like a fragment because the subject is not written, it is an independent clause.
- “So, who is this sentence about?” (*You*, Quakers)

Practice (Focus Structure)

- Students can use a third-person singular present tense verb to complete the imperative sentence frames:
 _____ your classmates!
 _____ uninvolved!
 _____ involved!
- ☞ Step # 2
 - To provide lighter support: “What is another way to say this chunk using *demonstrate*?” (You must demonstrate your beliefs.)

	<ul style="list-style-type: none"> – To provide heavier support: Provide a word bank for students to use when completing the sentence frames. ■ Students can act out how they demonstrate their beliefs in real life or using one of the scenarios from Day 3 of Additional Work with Complex Text, and partners can guess what their beliefs are.
and stay out of the war!	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>stay out of the war</i>: “How can you demonstrate your beliefs?” Remain uninvolved or don’t fight the revolution. (imperative phrasal verb + preposition + noun phrase = imperative clause) ■ <i>and</i>: “Can you figure out why the writer uses <i>and</i> at the beginning of this chunk?” To signal that she will add another idea directly related to the imperative complete sentence in the previous chunk. (coordinating conjunction) ■ <i>!</i>: “What is this line over a dot?” It is an exclamation point. It is used to show seriousness or anger. ■ “What do you notice about the similarity between this chunk and the previous chunk?” Both are imperatives, using an imperative verb and “missing” a subject. This one begins with <i>and</i>, making it a dependent clause.
Demonstrate your beliefs and stay out of the war!	
Reconstruct	<ul style="list-style-type: none"> ■ “How can you say this sentence in your own words?” If you refuse to fight, others will see how you feel about war. ■ “How does this Language Dive add to your understanding of the big idea?” The sentence is a call to action showing that colonists had different perspectives on fighting for independence; some wanted to remain neutral.

**Practice
(Sentence)**

- Students can complete the imperative sentence by adding another imperative clause to express what a Quaker, Patriot, and Loyalist would say:
 “Demonstrate your beliefs and _____!” ☞ Step #3
 - To provide lighter support: “How can you say this sentence as if it already happened? How does this change the meaning?” (You demonstrated your beliefs and stayed out of the war! This version would be interpreted simply as a statement or as praise, not a call to action; it is no longer an imperative.)
 - To provide heavier support: Students can discuss the meaning of the sentence in home language groups. Provide a word bank for the sentence frame.
- Students can reread the “Violence Is Not the Answer!” broadside and compare the focus statement *However, taking a side, either side, goes against our beliefs as Quakers. It is important to stay uninvolved.* to this “catchy” call to action in the conclusion. Example:

Focus statement	Call to action
uses the word <i>beliefs</i> in both to contributes to “flow” or cohesion between the focus statement and the call to action	uses the word <i>beliefs</i> in both to contributes to “flow” or cohesion between the focus statement and the call to action
uses noun phrases and an impersonal pronoun (e.g., <i>taking a side, It</i>), making it slightly less personal and less active	uses pronouns referring to people (<i>I, You, We</i>)
uses more conventional, expected complete sentences, though the <i>It</i> structure is somewhat dramatic	uses an imperative complete sentence, which is forceful, personal, active—and thus catchy

	gives more general advice	recommends a specific action to take
	is gentler, perhaps more respectful	combines two longer sentences from the focus statement into one shorter, easier-to-read sentence
<ul style="list-style-type: none"> ■ Based on their understanding of this sentence, students can create and share a catchy call to action for the focus statement in the Unit 3, Lesson 6, Opinion Writing Planning graphic organizer for the broadside “The Time Has Come!”: <i>The time to fight for independence has come!</i> (Example: Be brave and fight for your freedom now!) ↻ Step # 4 ■ Language Chunk Wall suggestions: <ul style="list-style-type: none"> – Language to capture a reader’s imagination or attention: Demonstrate your beliefs / and stay out of the war! – Linking language: and stay out of the war! – Verbs and verb phrases (actions, states of being): Demonstrate your beliefs / and stay out of the war! 		



Additional Work with Complex Text



Unit 3, Week 1, Day 4: Language Dive Sentence Strip Chunks II: Violence Is Not the Answer!

Demonstrate your beliefs

and stay out of the war!



Reading and Speaking Fluency/GUM



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2 and Day 4:

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

Directions:

Day 2

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

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

Additional Language and Literacy Block

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

Star	Step

Day 4

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

Read the highlighted criteria on your Fluency Self-Assessment Checklist.

Whisper read your fluency passage to yourself.

One person in the group reads his or her fluency passage to the group.

Each person in the group gives a star. Use the sentence frames if needed.

- "I liked how you _____—it helps me better understand the meaning of the text."
- "I noticed you paid attention to the punctuation like _____."
- "The tone of your reading was perfect—especially when _____."
- "I noticed that you _____."

Repeat steps with another student in the group reading.

Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different colored pencil from the one you used on your self-assessment on Days 1–3.

MORE CHALLENGE:

Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can plan a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)

Day 3

- I can write a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)

Teaching Notes

- In this component, students write a broadside based on a problem they identify in their school or classroom. To lend authenticity to the task, consider bringing in some examples of modern “broadside” or editorials from the newspaper that have clear opinions, reasons, and evidence. This task enables students to practice creating imperative sentences and crafting a catchy call to action for an opinion piece from the Language Dive from Unit 3, Week 1, Day 4: Additional Work with Complex Text.
- On Day 1, students review opinion writing and pre-write by filling in a graphic organizer. Note: This lesson assumes students have completed Lesson 6 module lesson.
- On Day 3, students continue to write their modern broadside. They begin the lesson by discussing what makes an effective introduction. Consider focusing on a different criterion from the Characteristics of Effective Opinion Writing from the Opinion Writing Checklist if that would better serve your students.
- Over the course of the component, students work at their own pace. Some may write more than one broadside. Encourage students to work as fluently and as productively as they can.
- **Differentiation:**
 - On Day 1: To provide heavier support, give students a list of problems they can choose from and/or pre-fill in the parts of the graphic organizer. Consider assigning some students to write about one topic from the list of brainstormed topics. Provide the Modern Broadside Planning graphic organizer for students who may prefer it. Also consider filling in the graphic organizer as a group and then providing copies for students to work with on Day 2. Consider pre-filling in the “Persuasive Language to Be Used:” box for ELLs who need heavier support. To provide heavier language support, guide ELLs through the Mini Language Dive. To provide lighter support, students may write about their broader community, including a neighborhood or city.
 - On Day 3: Students will need different levels of support to complete their modern broadsides. Some students may not have finished their graphic organizers on Day 2. Other students may need help starting to write. Still others may need help providing details and facts to support their reasons. Consider posting additional sentence frames for body paragraphs and concluding paragraphs. Consider working with a small group

Additional Language and Literacy Block

of students who need heavier support. To provide lighter support, allow students to exchange pieces and color-code each other's writing.

■ In advance:

- Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Modern Broadside Planning graphic organizer (for ▲ ■ ● students or those needing additional support)
- ✓ Piece of paper (for ◆ students and those who require more challenge to create their own modern broadside writing plan)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one to display)

Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Modern Broadside Planning graphic organizer (optional; from Day 1; one per student)
- ✓ Modern broadside (begun on Day 2; one per student)
- ✓ Colored pencils (optional; used by students to annotate writing)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one to display)

Instruction for Day 1

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target. Point out that this week students will be focusing on modern broadsides and will write one of their own—a skill they are working on in the module lessons.
 - Instruct students to complete step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - Create a chart similar to step 1 of the activity card. Using student ideas, generate a list of possible modern broadside topics.
 - ▲: Mini Language Dive. **“We must refuse / to join the Patriot army / or support the war / because doing so will lead to violence.”**
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *We*: “Who?” / Meaning: *We* refers to the people who believe in the Patriot cause. (plural pronoun)
 - *must refuse*: “Do what?” / Meaning: We have to do something. There is no choice. *must* adds more force and persuasion to verb *refuse*. (modal auxiliary verb + verb)
 - Practice: “I must _(+verb)___.” “She must ____(+verb)___.” “They must _(+verb)___.”
- Ask:

“What do you notice about the form of the verb when you use it with I vs. She? Are verbs always formed this way?” (The verb does not change forms because it is used with a modal auxiliary verb. Without a modal auxiliary verb, we add -s after third person singular, e.g., She must eat. vs. She eats.)

“What if we replace must with could?”

- Tell students you will give them time to think and discuss with their partner.

– Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”***“How does your understanding of this sentence add to your understanding of how to use persuasive language?”***

– Practice: “We must ____ because ____.”

- Invite students to complete step 2. Circulate to provide support.
 - ▲ ■ ● : If needed, distribute the **Modern Broadside Planning graphic organizer**. Note for students that they have worked with this graphic organizer in the module lessons. Review the format as needed. Consider pairing students who need heavier support with a more advanced-level student to complete the graphic organizer (and/or write the introduction or the broadside) together.
 - ▲ ■ : As a group, brainstorm some persuasive language.
 - ◆ ● : Encourage students to create their own modern broadside writing plan on a blank **piece of paper**, using a graphic organizer as model if needed.
 - If productive, allow students to stop and discuss with a partner their plan or how they will fill out each part of the graphic organizer.
 - Assure students they will have time to complete their plan on Day 2.
 - Collect Teacher-Guided Student Activity Cards.
 - Congratulate students on some good pre-writing thinking. Prepare them 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.

Instruction for Day 3

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Ask students to retrieve their **Modern Broadside Planning graphic organizer** (if students are using it) and/or **modern broadside**.
- Instruct students to complete Part I independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ask for a volunteer to compare his or her introduction to the chart on the activity card. Using total participation techniques, guide students in a discussion of what makes an effective introduction.
- If productive, cue students to add on to what a classmate said:
 - Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”**
- Assure students they will get a chance to revise their introduction if they want.
- After a few minutes, direct students to Part II. They should write silently. To provide heavier support, allow students to turn and talk through their ideas periodically with a partner. If they are ready, they can begin to annotate their modern broadside using **colored pencils**.

Additional Language and Literacy Block

- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Walk through the **Unit 3, Week 2: Writing Practice: Student Task Card**. Point out that they will continue working on their broadsides. When they finish their broadsides, they may annotate them and then they may revise or write a new modern broadside. Express your confidence that they will be able to write continuously on Day 4. Brainstorm focusing strategies as needed.
 - ◆: Encourage students to complete the More Challenge and write a new broadside.
- Remind students of their learning about imperative sentences in Unit 3, Week 1, Day 4: Additional Work with Complex Text. Encourage students to restate their opinion in a compelling way in their writing tomorrow. They can craft a catchy call to action and/or use an imperative sentence. Review as needed.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Target

Day 1 and Day 3:

- I can plan a broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)

Student Materials

Day1:

- Modern Broadside Planning graphic organizer OR a piece of paper to create a modern broadside writing plan

Day3:

- Modern broadside (begun on Day 2)
- Colored pencils (optional)
- Paper (optional)

Directions:

Day 1

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

This week, you will work on opinion writing by writing a modern broadside.

1. With a partner, brainstorm at least three things you would like to see change in your school or classroom. Jot down your ideas below. You don't need to write in complete sentences.

To discuss, use these sentence frames:

"I want _____ to change." "I want it to change because _____."

"Instead, I'd like _____."

Thing I want to see change	Reasons	What I want instead

2. Choose one idea, and on a piece paper create a modern broadside writing plan. Note your reasons and evidence. Think about how you will introduce your topic and what context you will give. You may use the Modern Broadside Planning graphic organizer if you prefer.

Day 3

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

Today, you will focus on this criterion:

W.4.1a	I have an introduction that gives the reader the information needed to understand the topic or issue.
--------	---

PART I: Study the following chart.

INTRODUCTION
Sentence to catch your reader's attention
Two or three sentences of context or background information your reader needs to know
Focus statement: Your opinion

Reread the introduction to your modern broadside (or the Introduction box on your Modern Broadside Planning graphic organizer) and compare it to the chart above.

Discuss your comparison with your group:

"My intro has _____, while this chart says _____."

"Both the chart and my intro have _____."

PART II: Write

1. Write your modern broadside.

MORE CHALLENGE:

Reread your modern broadside and color-code it:

- Underline in **red** the sentences where you give the reader context.
- Underline in **orange** the sentence where you catch the reader's attention.
- Underline in **green** the sentence where you give your opinion.
- Underline in **yellow** the sentences where you name your two reasons.
- Underline in **blue** the sentences where you restate your opinion and call to action.
- If you can't find all these parts of your piece, you may revise your modern broadside to include them.

MORE CHALLENGE:

Revise your modern broadside OR write a new modern broadside with a different answer to the focus question. Use a new piece of lined paper.



Writing Practice

Unit 3, Week 2, Day 1: Modern Broadside Planning Graphic Organizer (▲) (optional)

W.4.1, W.4.4, W.4.5, W.4.9b

Name: _____ **Date:** _____

Focus Question: What should change in our school/classroom?

Focus Statement:

Introduction Paragraph

How will you catch the reader's attention?

What context do you need to give to your reader?

State your opinion:

What are the reasons you have that opinion?



Proof Paragraph 1

What is one reason for your opinion?

Details:

What facts and evidence support your reason? How does this evidence support the reason?



Proof Paragraph 2

What is another reason for your opinion?

Details:

What facts and evidence support your reason? How does this evidence support the reason?

-

-

-

Conclusion Paragraph

Restate your focus statement from the introduction.

How will you call your reader to action?

Optional:

Illustration that explains your opinion.

Persuasive Language to Be Used:

Example: *We must* _____
because _____.



Word Study and Vocabulary



Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can practice using words with prefixes that have a similar meaning. (L.4.4b)

Day 3:

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

Student Materials

Day 1:

- Scissors (one per group)
- Who Has...? word cards (one per group)

Day 3:

- Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

Directions:

Day 1

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

1. Prepare

- Facilitator cuts up the Round I word cards from the Who Has...? word cards.
- Facilitator distributes all the Round I word cards to each person in the group (some people may have more than one word).

2. Play the game

ROUND I

- Timekeeper sets the timer for 2 minutes.
- The person who has the word *unhappy* begins. Whoever has the word that answers the question on the card ("*Who has a word that means **not involved?***") reads his or her card next.
- Once you have read your card, place it face down on the table.

- Keep reading cards until everyone has read his or her card(s). See if your group can get all the cards read in less than 2 minutes.
- Exchange cards with a partner and play again.
- If your group is ready, move on to Round II.

ROUND II

- Facilitator cuts up the Round II word cards.
- Facilitator distributes all the Round I and Round II word cards. (Everyone in the group will have more than one card.)
- Timekeeper sets the timer for 3 minutes.
- The person who has the word *unhappy* begins. Play the same way you played Round I.
- Keep reading cards until everyone has read all of his or her cards. See if your group can get all the cards read in less than 3 minutes.
- If time permits, play again. Try to beat your time!

3. Discuss with your group:

- * What prefixes did you notice today? (Hint: There were seven prefixes.)
- * These prefixes all have a similar meaning. What do you think it is?

MORE CHALLENGE:

Write any of the words from today in a sentence:

OR

Think of your own words that have the same prefixes from today. Write the words below:

Day 3

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

1. Read your Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied on Day 2. Say the word aloud three times.
2. Find a partner and discuss what the word means.
3. Underline the sentence that uses the word INCORRECTLY (not correctly).
 - a. He knew he was uninvolved in the decision and wouldn't be able to give his opinion.
 - b. "I am so excited to join you," she said as she became more uninvolved.
 - c. Unfortunately, we were uninvolved in that meeting, so we don't know what happened.

4. Say two sentences using the word with a partner. You can use these sentence frames if needed:

— "I want to stay uninvolved in _____."

— "He was uninvolved and refused to _____."

5. Write two sentences using the word (for help, use the sentence frames from step 4):

MORE CHALLENGE:

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



Word Study and Vocabulary



Unit 3, Week 2: Who Has...? Word Cards

Round I

I have **unhappy**. Who has the word that means **not involved**?

I have **nonviolence**. Who has the word that means **does not trust**?

I have **distrust**. Who has the word that means **not polite**?

I have **illegal**. Who has the word that means **not regular**?

I have **irregular**, and Round I is over. What is our time?

If playing Round II:

I have **irregular**. Who has the word that means **not giving respect**?

I have **impolite**. Who has the word that means **not visible**?

I have **invisible**. Who has the word that means **not legal**?

I have **uninvolved**. Who has the word that means **doesn't use violence**?



Unit 3, Week 2: Who Has...? Word Cards

Round II			
I have disrespect . Who has a word that means not logical ?	I have the word unable . Who has the word that means not possible ?	I have the word non-stop . Who has the word that means not able ?	I have the word impatient . Who has the word that means not complete ?
I have illogical . Who has the word that means something that doesn't make sense ?	I have incomplete , and this round is over. What is our time?	I have nonsense . Who has the word that means has no patience ?	I have the word irresponsible . Who has the word that means without stopping ?



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 12 minutes. (RL.4.10/RI.4.10)

Day 3:

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

Day 4:

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

Student Materials

Days 1, 2, and 4:

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

Day 3:

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

Directions:

Days 1 and 2

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

1. Read your free choice reading text for 12 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).

Additional Language and Literacy Block

3. Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

Day 4

Text Share:

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

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

3. Timekeeper: Set a 2-minute timer.
4. Group: Ask him or her questions.
 - "When you said _____, what did you mean?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
 - "Can you give an example of _____?"
5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 2

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

Day 4

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

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*uninvolved*) with the prefix *un-*. On Day 4, students focus on an academic vocabulary word (*nonviolence*) with the prefix *non-*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of the word and how to use it.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
 - Prepare independent student materials.

Materials

Day 2 and Day 4:

- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (one piece; used by the teacher to write a definition)
- ✓ Affix List (from Module 1)
- ✓ **Day 2 only:** Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Briefly review the prefixes that the students worked with on Day 1 (*in-*, *dis-*, *un-*, *non-*, *im-*, *il-*, *ir*). Point out that this week they will focus on the prefixes *un-* and *non-*.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.

- Invite students to break down the word into the root and the affixes using their **Affix List**.
Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card. Because this is a prefix, ensure that students understand the meaning of the root of the word. As needed, review the meaning of *-ed* and how it can mean the word is a past tense verb but also an adjective.
- ▲ : Mini Language Dive. “It is important / to stay uninvolved.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *to stay uninvolved*: “What is important?” / Meaning: Not getting engaged or not becoming a part of something is important. This looks like a verb, but it is actually functioning as a noun in the sentence. Infinitives can sometimes be the subject or object of a sentence. (infinitive + adjective; noun phrase)
 - Practice: “It is sometimes hard to stay _____.”
 - Reconstruct: Reread the sentence. Ask:
 - **“Can you say this sentence in your own words?”**
 - Practice: “To stay _____ is sometimes hard.” Ask:
 - **“Can you say the chunks in this sentence in a different order?”**
- Review how to complete a Vocabulary Tree as needed and invite students to complete the Vocabulary Tree on their activity card.
 - ▲ : Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence.
 - ◆ : Invite students to write several sentences.
- Prepare students for Day 3’s independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect.)

Instruction for Day 4

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets. Remind students they are focusing on the prefixes *un-* and *non-*.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**.
Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card. Because this is a prefix, ensure that students understand the meaning of the root of the word.

Additional Language and Literacy Block

- ▲: Mini Language Dive. Another of our beliefs / is nonviolence.
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *Another*: “How many?” Meaning: One thing. This subject pronoun tells us that this sentence is about one more of something. (singular subject pronoun)
 - *of our beliefs*: “What?” Meaning: This describes what we have one more of: our beliefs. *of* is a preposition that indicates the relationship between a specific thing (*Another*) and a general category (*our beliefs*). (prepositional phrase)
 - Practice: “Another of _____ is _____.” “Another _____ is _____.”
 - Reconstruct: Reread the sentence. Ask:
 - **“Can you say this sentence in a different order and still have it make sense?”**
 - Practice: “Another reason we want to _____ is _____.” Ask:
 - **“How can you use this in your own broadside?”**
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

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

Day 4:

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

Student Materials**Days 2 and 4:**

- Affix List
- Dictionary

Directions:**Day 2**

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

It is important to stay **uninvolved**.

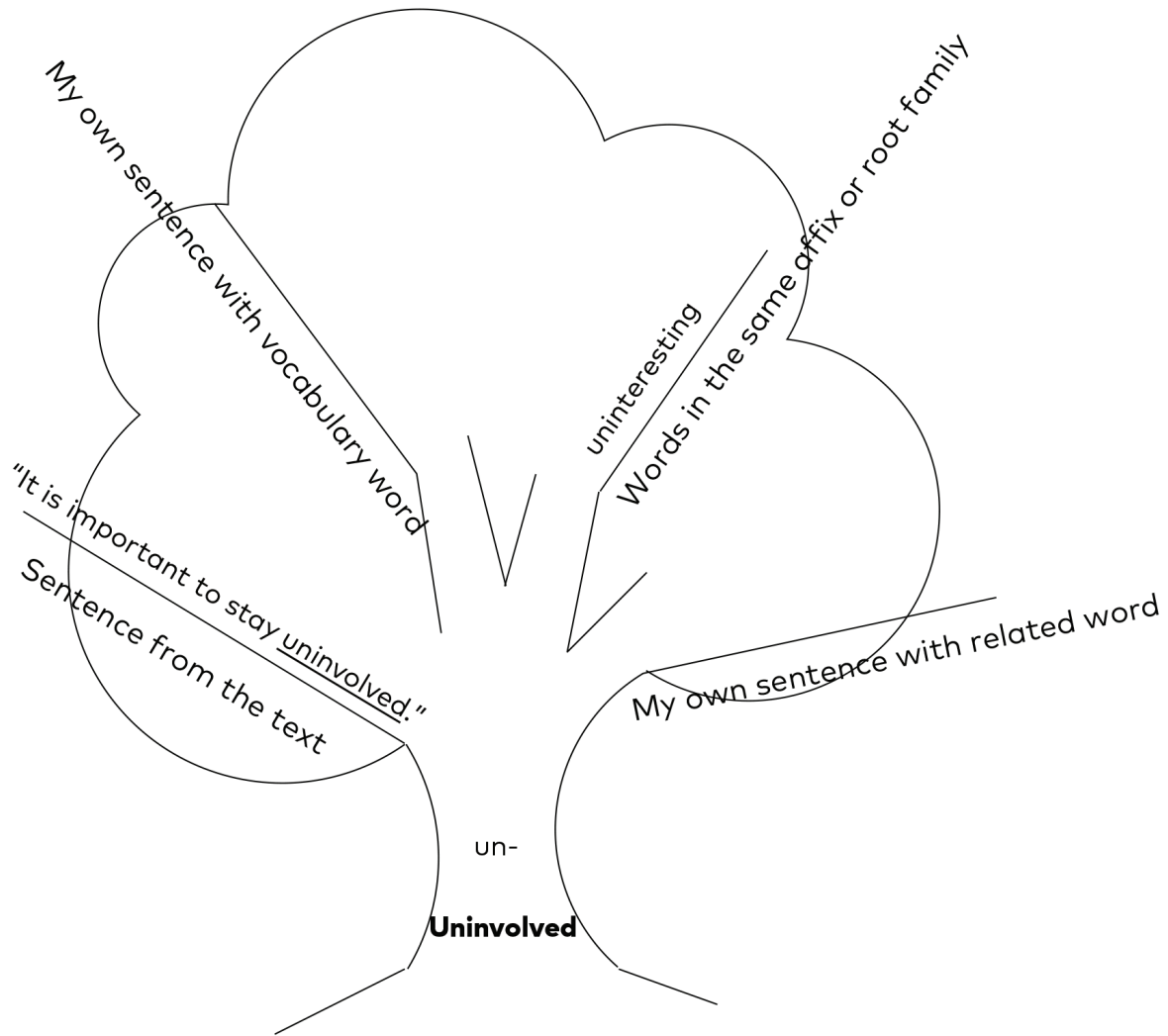
Source: Model Broadside: Quaker Perspective

The word is "**uninvolved**."

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

Prefix	Root	Suffix	Definition of Affixes
	<i>involve</i> means enfold or entangle (<i>in</i> means "into" and <i>volve</i> means "to roll")	-ed (in this case creates an adjective)	

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



Day 4

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

Another of our beliefs is **nonviolence**.

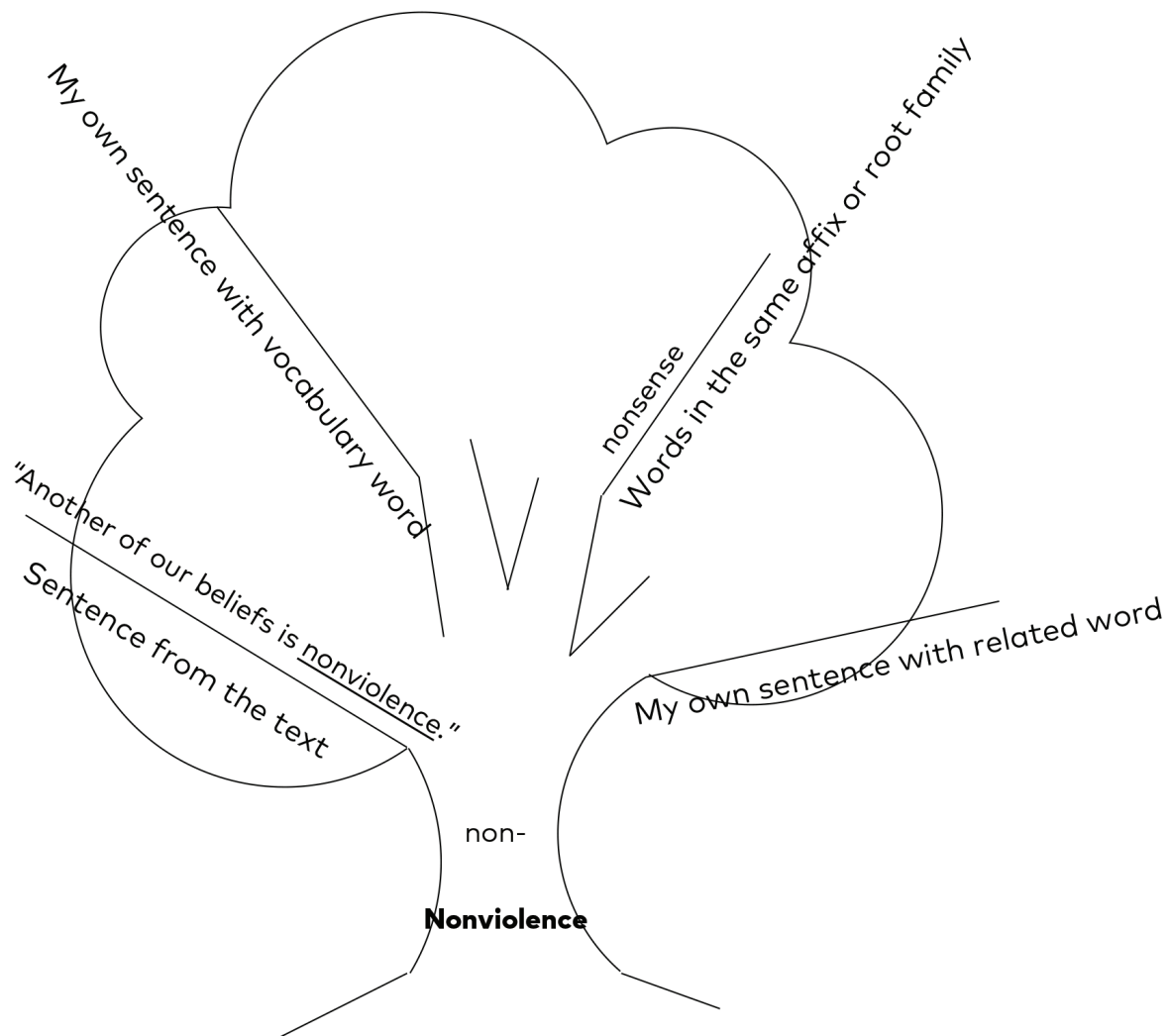
Source: Model Broadside: Quaker Perspective

The word is "**nonviolence**."

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

Prefix	Root	Suffix	Definition of Affixes
	<i>violentus</i> — with great force	-ence (also spelled -ance)	

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





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

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

Day 4:

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

Directions:

Day 2

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

It is important to stay **uninvolved**.

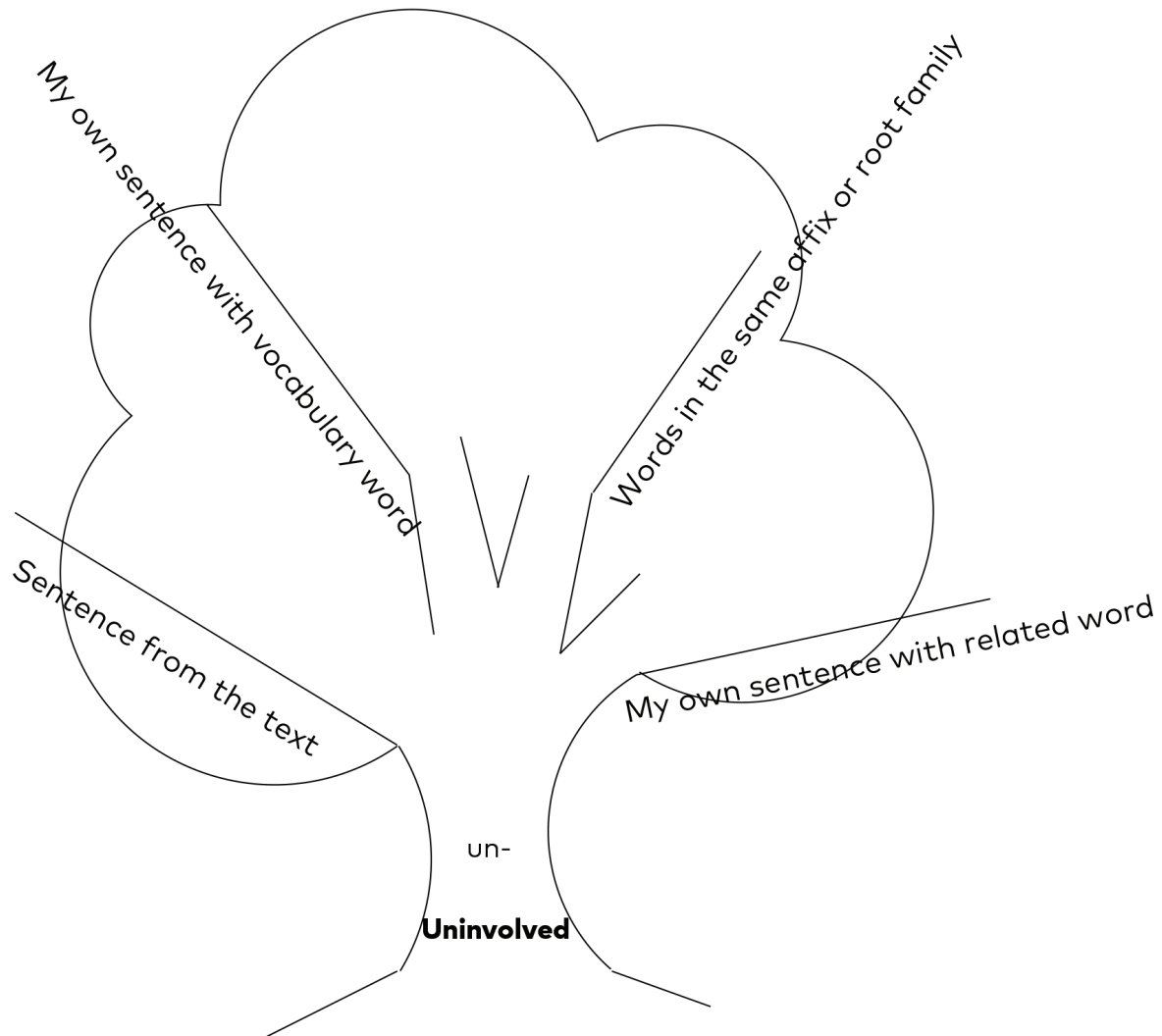
Source: Model Broadside: Quaker Perspective

The word is "**uninvolved**."

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

Prefix	Root	Suffix	Definition of Affixes
	<i>involve</i> means enfold or entangle (<i>in</i> means "into" and <i>volve</i> means "to roll")		

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



Day 4

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

Another of our beliefs is **nonviolence**.

Source: Model Broadside: Quaker Perspective

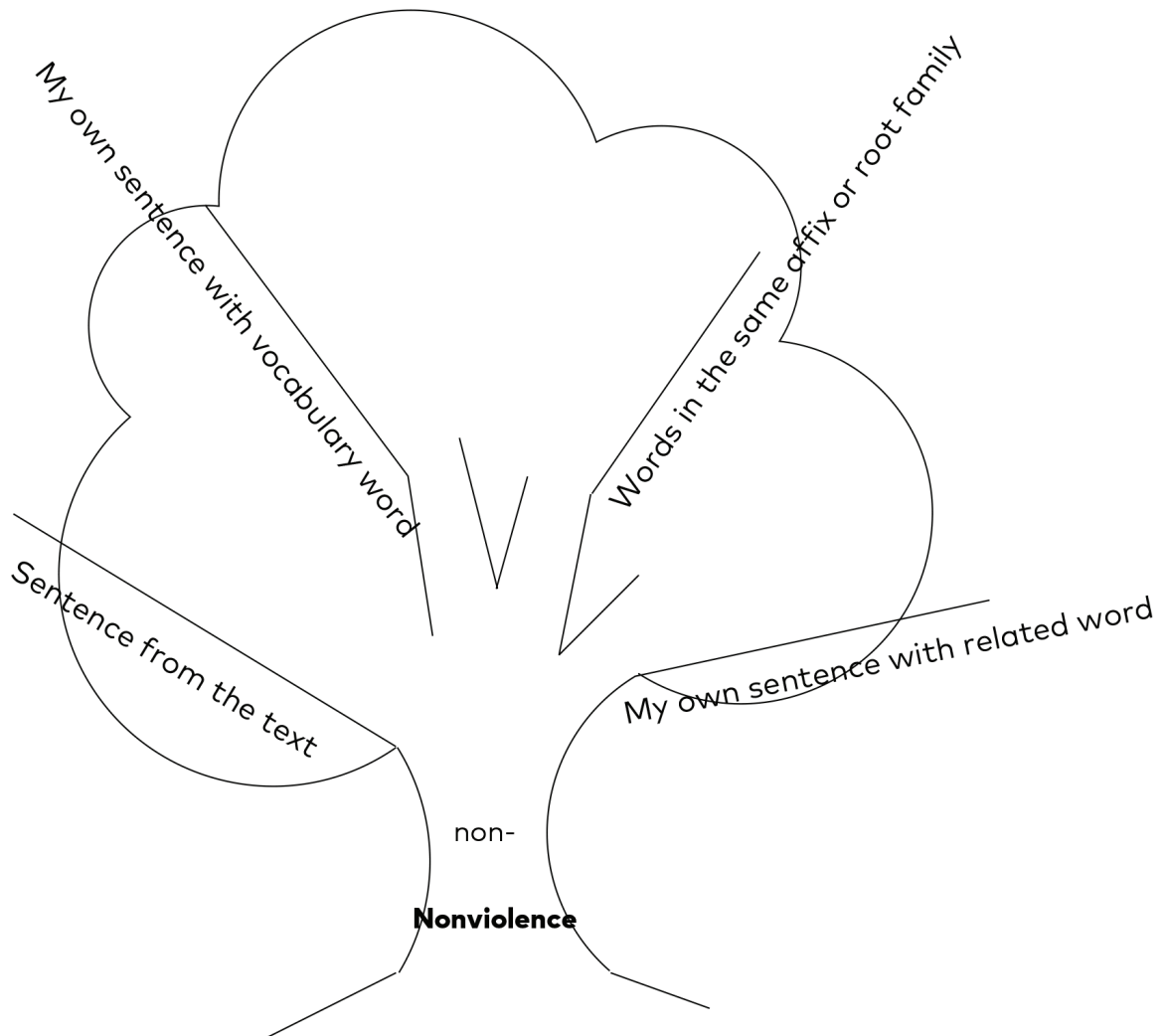
The word is "**nonviolence**."

Additional Language and Literacy Block

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

Prefix	Root	Suffix	Definition of Affixes
	<i>violentus</i> — with great force		

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



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

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

Day 4:

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

Student Materials**Days 2 and 4:**

- Affix List
- Dictionary

Directions:**Day 2**

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

It is important to stay **uninvolved**.

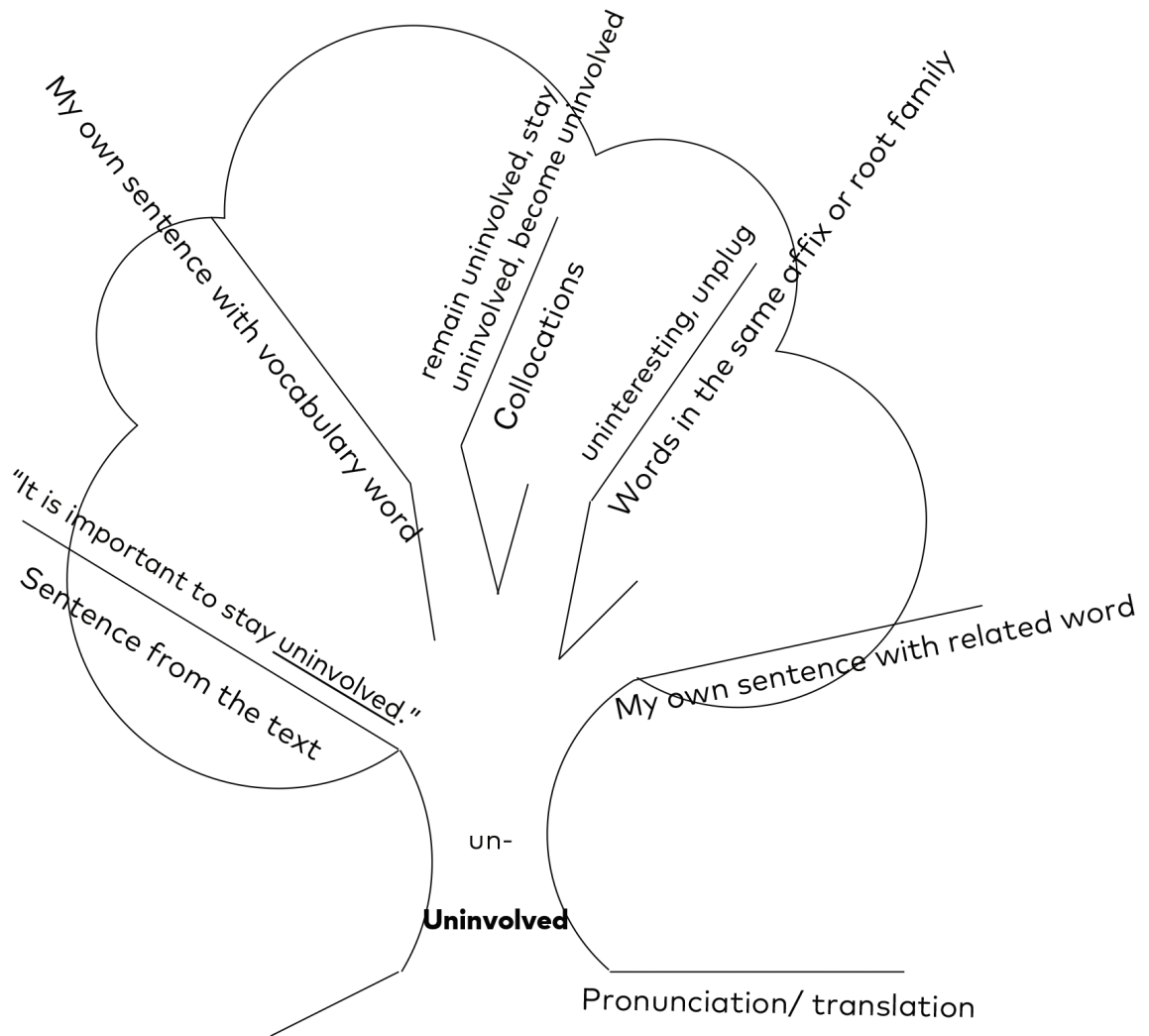
Source: Model Broadside: Quaker Perspective

The word is "**uninvolved**."

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

Prefix	Root	Suffix	Definition of Affixes
	<i>involve</i> means enfold or entangle (<i>in</i> means "into" and <i>volve</i> means "to roll")	-ed (in this case creates an adjective)	

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



Day 4

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

Another of our beliefs is **nonviolence**.

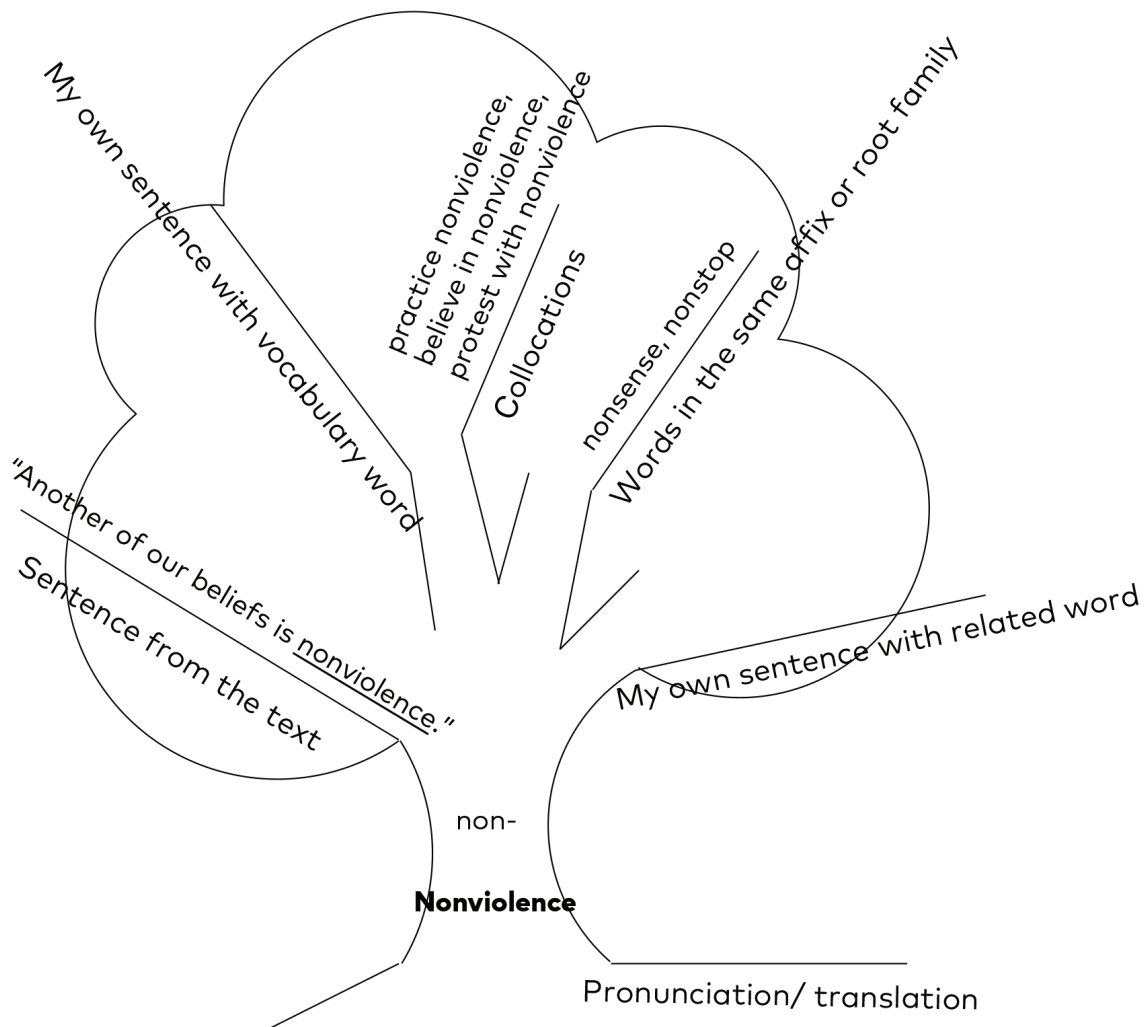
Source: Model Broadside: Quaker Perspective

The word is "**nonviolence**."

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

Prefix	Root	Suffix	Definition of Affixes
	<i>violentus</i> — with great force	-ence (also <i>spelled -ance</i>)	

- Complete the Vocabulary Tree for the word **nonviolence**:





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

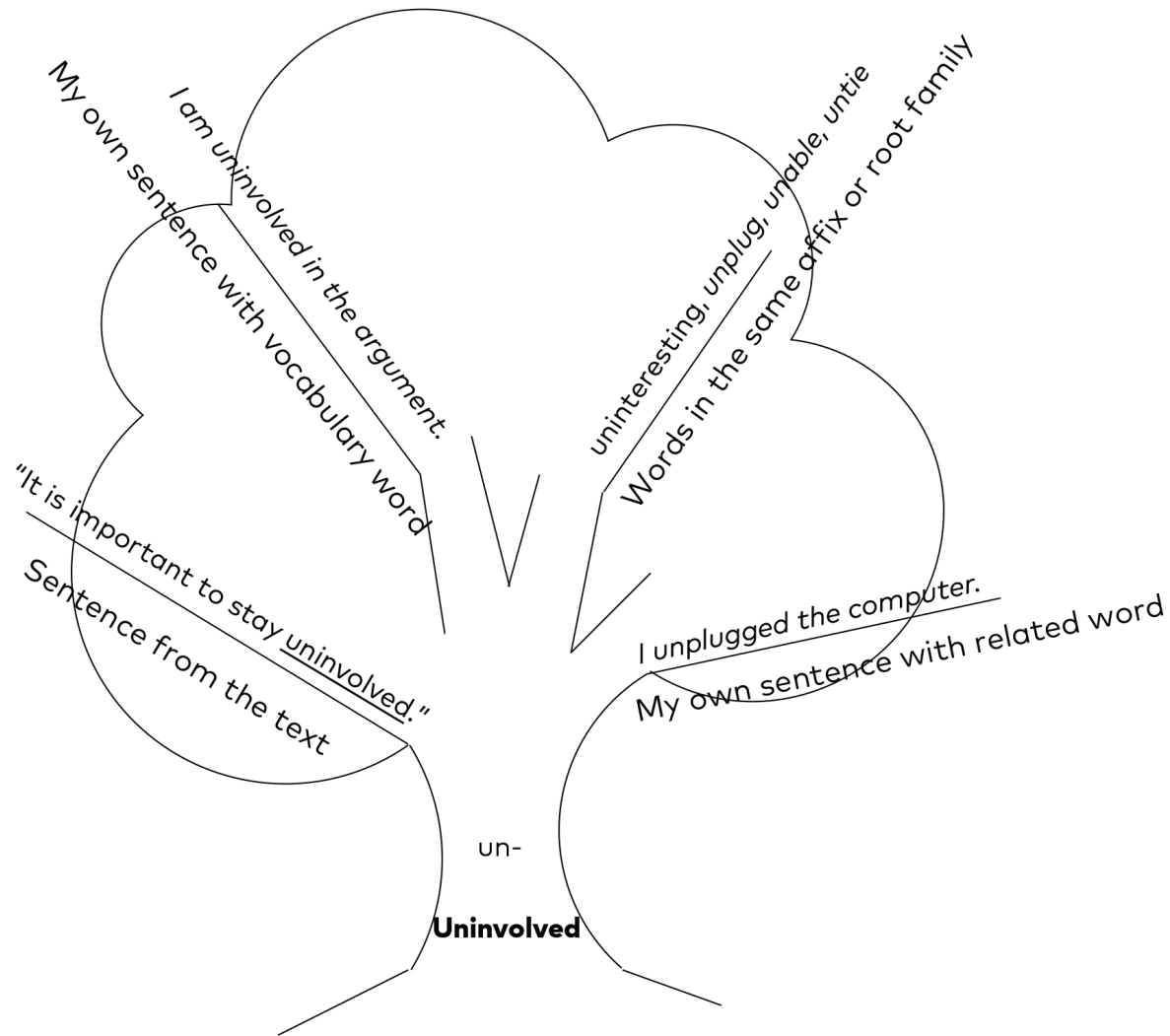
Day 2

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

Prefix	Root	Suffix	Definition of Affixes
<i>un-</i>	involve means enfold or entangle (in means "into" and volve means "to roll")	<i>-ed</i>	<i>un-</i> means not <i>-ed</i> in this case means an adjective

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

Responses will vary, but may include:



Day 4

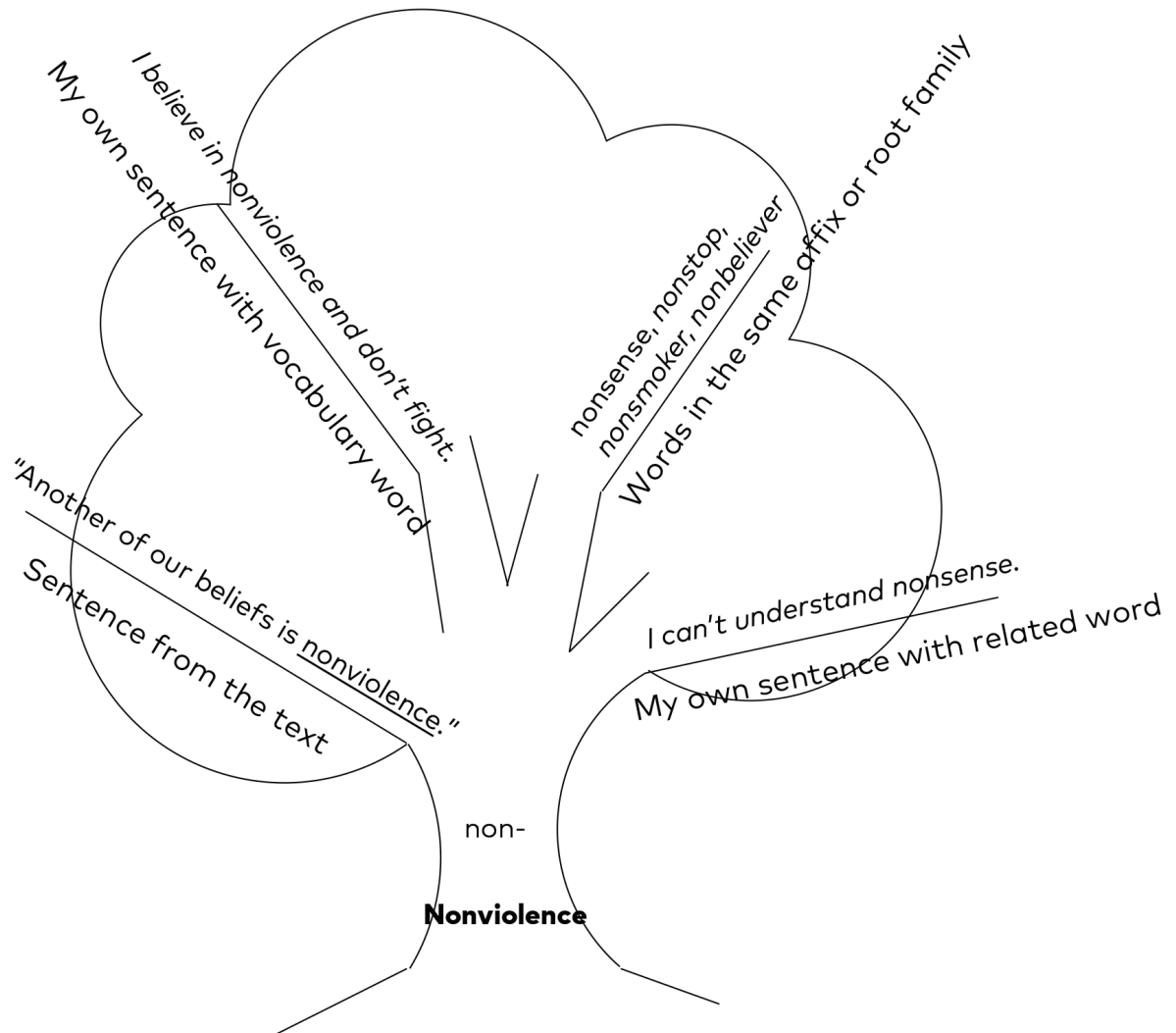
1. Use your Affix List. Break down the word into the root and any affixes

Prefix	Root	Suffix	Definition of Affixes
non	violentus— with great force	-ence (also spelled -ance)	non- means "not" -ence means "act or condition of"

Additional Language and Literacy Block

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

Responses will vary, but may include:





Word Study and Vocabulary



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

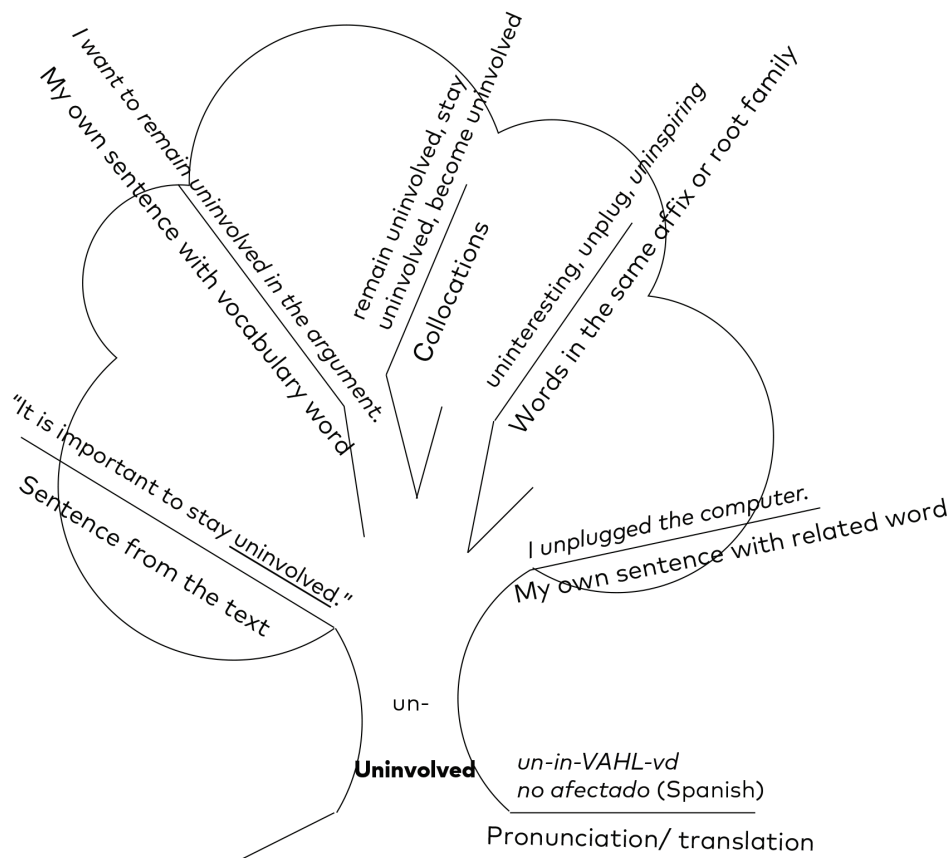
Day 2

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

Prefix	Root	Suffix	Definition of Affixes
un-	involve means enfold or entangle (in means "into" and volve means "to roll")	-ed	<i>un- means not</i> <i>-ed in this case means an adjective</i>

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

Responses will vary, but may include:



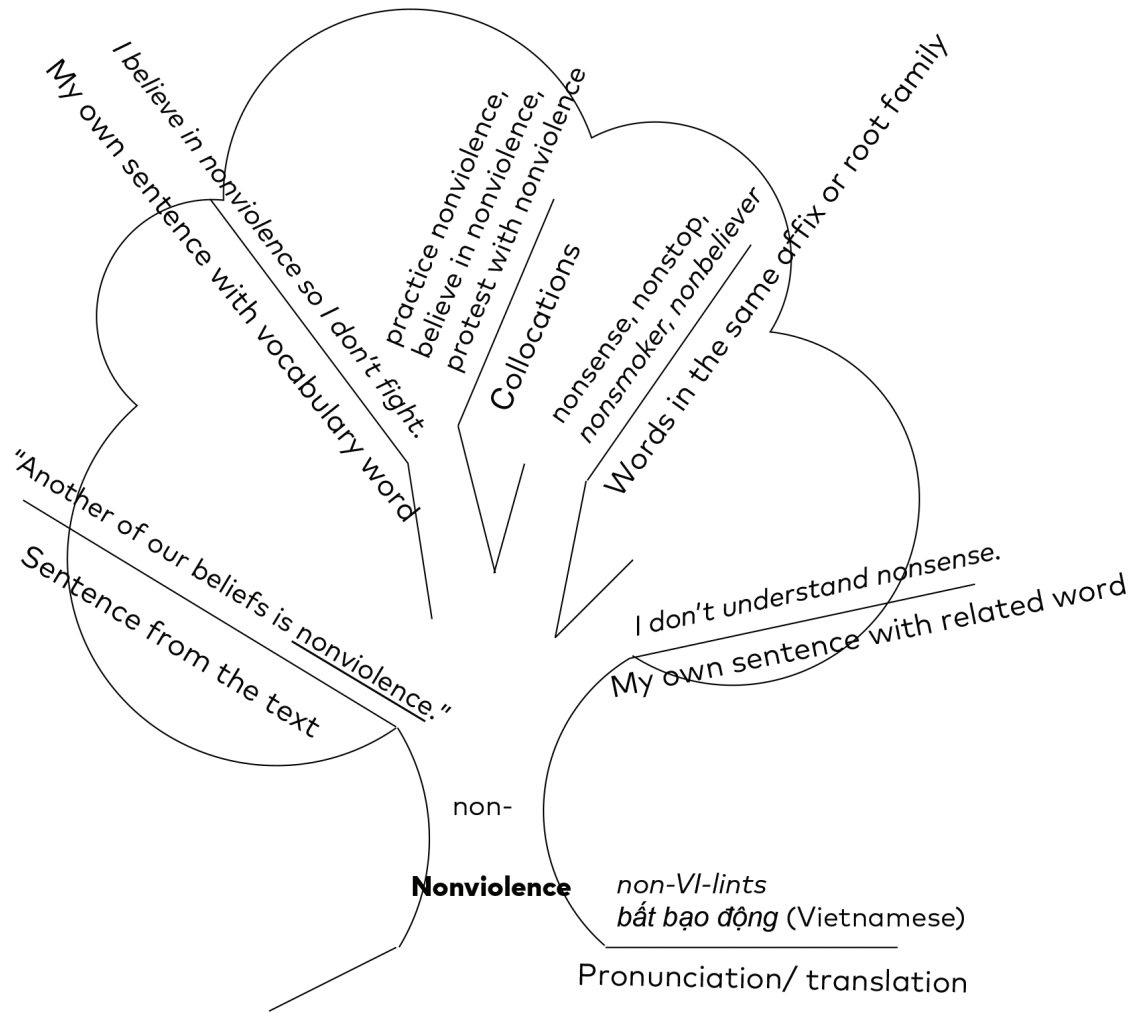
Day 4

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

Prefix	Root	Suffix	Definition of Affixes
<i>non</i>	<i>violentus</i> — with great force	-ence (also spelled -ance)	<i>non-</i> means "not" <i>-ence</i> means "act or condition of"

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

Responses will vary, but may include:



**Writing Practice****Unit 3, Week 2: Student Task Card****Name:** _____ **Date:** _____**Daily Learning Targets****Day 2 and Day 4:**

- I can write a modern broadside that states an opinion and has reasons that are supported by facts and details. (W.4.1, W.4.4, W.4.5, W.4.9b)

Student Materials**Day 2 and 4:**

- Modern Broadside Planning graphic organizer OR Modern Broadside writing plan
- Lined paper

Day 4:

- Modern Broadside Planning graphic organizer (optional)
- Modern broadside (begun on Day 2)
- Colored pencils (optional)
- Lined paper (optional)

Directions:**Day 2**

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

Today you will write your modern broadside.

1. Discuss with a partner what you are going to write about today.

Point to your Modern Broadside Planning graphic organizer or modern broadside writing plan.

2. Write.

Try to write quietly for the full 11 minutes.

- Finish your pre-writing plan.
- Then write your modern broadside on the lined piece of paper.

Use the sentence frames to help you:

- "I believe _____."
- "In my opinion, we should _____ because _____."
- "There are many reason I believe this. One of them is _____."
- "It's obvious we need _____ because _____."
- "The first reason I think _____ is _____."
- "Another reason we should _____ is because _____."
- "We must _____ because _____."
- "_____ is the best option because _____."

Day 4

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

1. Finish your modern broadside.

MORE CHALLENGE:

If you finish early, reread your modern broadside and color-code it.

- Underline in **red** the sentences where you give the reader context.
- Underline in **orange** the sentence where you catch the reader's attention.
- Underline in **green** the sentence where you give your opinion.
- Underline in **yellow** the sentences where you name your two reasons.
- Underline in **blue** the sentences where you restate your opinion and call to action.
- If you can't find all these parts of your piece, you may revise your modern broadside to include them.

MORE CHALLENGE:

Revise your modern broadside OR write a new modern broadside with a different answer to the focus question. Use a new piece of lined paper.