



Word Study and Vocabulary

Unit 1, Week 2, Day 1: Teacher Guide



Daily Learning Targets

- I can explain the difference between academic and domain-specific vocabulary words. (L.4.4)
- I can sort academic and domain-specific vocabulary words. (L.4.4)

Teaching Notes

- In this lesson, students review the difference between academic and domain-specific vocabulary words and sort them to demonstrate their understanding. This helps students determine where to record new words in their vocabulary log (academic words in the front; domain-specific words in the back) and helps them continue to differentiate between words that they will encounter across academic genres and words they will encounter within specific topics.
- In this lesson, students work with the teacher in differentiated groups. Preview the Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card, consider student needs, and form groups accordingly for the week. See the suggested grouping on the Unit Overview.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher leads small group instruction in 20-minute increments and students work through multiple components in one lesson. Students experience a typical ALL Block routine in Unit 3.
- When students are not meeting with the teacher, they should work with their independent reading text. In this lesson, this time ends up being about 30 minutes. Preview the Unit 1, Week 2: Independent Reading: Student Task Card for Day 1. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- **Differentiation:** Students will need varying degrees of support with this task. Some may need to work with fewer words and complete the activity with teacher guidance throughout, while others may be able to complete this task independently. Students who need lighter support could extend their learning by finding or writing “showing sentences” with the vocabulary words. See the Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.
- **In advance:**
 - The Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲) has been differentiated for ELLs. Consider placing ELLs who need less support in one of the other student groups.
- **Prepare:**
 - Vocabulary Word Sort by copying and cutting out the words for students to sort (see Differentiation for ways to differentiate the materials). Note that the Vocabulary Word Sort page in the supporting materials also serves as the answer key.
 - Unit 1, Week 2: Independent Reading: Student Task Card.

Materials

- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Poster Walk Poster 2 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Free choice reading text (one per student)
- ✓ Timer (one; used by the teacher to help students independently reading keep on task)
- ✓ Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Vocabulary Word Sort (one set per student)

Whole Class Instruction: Introducing Word Study and Vocabulary (10 minutes)

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Tell students that today they will learn more about how time is split in an ALL Block. Direct students' attention to **Group Work in the ALL Block poster**. Tell students that this week they will work in small groups with the teacher working with vocabulary, practicing reading independently when they are not working with the teacher, and talking with a partner about their independent reading text.
- Direct students' attention to the **Supporting Peers anchor chart** and select a volunteer to read the criteria. Tell students that today they must keep these criteria in mind as they work with their classmates in small groups and pairs.
- Using a total participation technique, invite responses from the group:
"What kinds of tasks will you be working on in the ALL Block?" (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)
- Direct students' attention to **Poster Walk Poster 2** and point out the phrase "working with academic vocabulary."
- Tell students that today they will be working within the Word Study and Vocabulary component, and this week they will think a lot about the phrase *academic vocabulary*.
- Turn and Talk (ELLs may use their online or paper translation dictionary if necessary):
"What do you know about the word academic?"
- Ask for volunteers to share out what they know about this word, but do not define *academic* at this time.
- Distribute the **Unit 1, Week 2: Independent Reading: Student Task Card** and orient students to their task card by asking them to put their finger on the targets, the materials,

and the directions. Point out that this is very similar to the task card they completed last week. Chorally read the directions aloud. Clarify steps 1–3 and tell students they will have a chance to repeat this process with two partners while the teacher meets with small groups.

- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **free choice reading texts**.
- Help students monitor their time by setting a **timer** as they read and discuss, and indicate when it is time to change partners.

■ ● ◆ ▲ **Small Group Instruction: Introducing Word Study and Vocabulary**
(15 minutes, repeated three times)

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting them to bring their signal cards with them. Distribute the **Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card**.
- Distribute the **Vocabulary Word Sort**.
- Read the two definition labels and invite students to put those at the top of their table, like column headers, so that they can organize the rest of the words underneath.
- Explain that some of the words they have are *academic* words and some are *domain-specific* words.
- Invite volunteers to help you provide an example of each: *tadpoles* (domain-specific) and *challenges* (academic). Explain that you would normally find *tadpoles* in a text on the topic of frogs, but you could find the word *challenges* in a text on any topic.
- Invite students to begin sorting their words. Some students may need modifications to be successful with this activity: Consider reading each word and discussing what it means before students sort the words or giving students fewer words to work with (e.g., three or four words from each category). It may be helpful to ELLs to sketch the meaning of the words, use their online or paper translation dictionary, or begin by discussing the sorting activity with a partner who shares their home language.
- As students finish, invite them to practice using the words in a sentence.
- Once all students have finished, refocus small group and display the answer key. Invite students to check their sorting.
- Turn and Talk:

“How did you figure out which word was academic and which word was domain-specific?” (Responses will vary, but may include: I thought about words I hear a lot in school and decided those were academic.)

- Select volunteers to share with the group.
- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about differentiating academic and domain-specific words.

Conversation Cue: *“So, do you mean...?” (Responses will vary.)*

- Note: As students rotate groups, remind students working on the Unit 1, Week 2: Independent Reading: Student Task Card to switch partners.

Whole Class Instruction: Reflecting on Learning (5 minutes)

- Direct students' attention to the Supporting Peers anchor chart.
- Turn and Talk:

“What is one criterion for success that you did well with today?” (Responses will vary.)

- Invite students to share out their successes.
- Give students specific, positive feedback regarding their group work today.



Word Study and Vocabulary

Unit 1, Week 2, Day 2: Teacher Guide



Daily Learning Target

- I can use my vocabulary log to analyze the meaning of a vocabulary word. (L.4.4)

Teaching Notes

- In this lesson, students focus on the word *academic* because they encounter it frequently through their vocabulary work. They practice using the word and analyze it using their vocabulary log to gain a deeper understanding of it and how to use it.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- When students are not meeting with the teacher, they work with their independent reading text. In this lesson, this time is spent on a Text Share and it ends up being about 30 minutes. Preview the Unit 1, Week 2: Independent Reading: Student Task Card. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- **Differentiation:** Students who need heavier support can sketch the information required in their vocabulary log. They can write in words or phrases when they find time later. Depending on how many students demonstrated understanding of the words *academic* and *domain-specific* on Day 1, consider revising the groups. Students more familiar with the words can spend more time using them in sentences and less time on the definition and pronunciation.
- **In advance:**
 - Rearrange student groups formed for Week 2, Day 1 as needed.

Materials

- ✓ Poster Walk Posters 2 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Unit 1, Week 2, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)

- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Free choice reading text (one per student)
- ✓ Chart paper (optional; one piece; used by the teacher during small group instruction)
- ✓ Dictionary (one per pair)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Lined paper (optional; one piece per student)

Whole Class Instruction: Introducing Learning Target and Tasks (10 minutes)

- Display and discuss the Daily Learning Target. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Direct students' attention to **Poster Walk Posters 2 and 5** and explain that today they will continue to work on the Word Study and Vocabulary component and the Independent Reading component of the ALL Block. They will work in small groups with the teacher, read independently, and share with a partner.
- Direct students' attention to **Group Work in the ALL Block poster** and the **Supporting Peers anchor chart** and ask a student to read the criteria. Tell students they must keep these norms in mind today as they work with their classmates in small groups and pairs. Invite students to silently commit to one that they will work very hard to keep in mind.
- Invite students to retrieve their **vocabulary logs**.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** and chorally read the directions aloud. Clarify that this time, they will meet with their small group to complete the task card. Remind them they saw a Text Share conversation modeled in Week 1. Tell students their shares may be interrupted because they will be meeting with the teacher in small groups, but they should still complete the share even if it is interrupted briefly.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout and review.
- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **free choice reading texts** and arrange themselves into their small groups.

■●◆▲ Small Group Instruction: Defining Academic Vocabulary in Vocabulary Logs (15 minutes, repeated three times)

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting the members to bring their signal cards with them.
- Write the following on the board or on **chart paper**. Invite students to follow along, reading silently in their heads as you read the definition aloud:
 - “Academic Vocabulary: Words you might find in informational texts on many different topics.”
- Invite students to silently think about how they could restate this in their own words.
- Focus students on the underlined word, *academic*. Say the word aloud, then invite students to say it aloud with you.

- Break the word down into syllables and invite students to clap the syllables with you as you say each part. Then invite students to say and clap the syllables chorally without you. Indicate which syllable is stressed by saying it more loudly than the other syllables. This may be particularly supportive for ELLs, because their home language may follow stress patterns that are different from those in English.
- Turn and Talk (using a dictionary or online or paper translation dictionary as necessary):
“What does the word academic mean?” (relating to education)
“Now that you know what academic means, what do you think academic vocabulary means? Where might you encounter academic vocabulary?” (Academic means having to do with education, so academic vocabulary means words used in educational settings. I may encounter academic vocabulary in informational texts because they are often educational.)
- Write a definition of the word that students can understand on the board or on the chart paper: “about education.”
- Think aloud each column in the front of the vocabulary log to record and analyze the word *academic*. Take time with this because it will model for students the thoughtful and careful way they should fill in their vocabulary logs.
- As time permits, invite students to work in pairs to use the word *academic* in sentences and to record their sentences on **lined paper**.

Whole Group Instruction: Reflecting on Learning (5 minutes)

- Using a total participation technique, invite responses from the group:
“Why are we completing vocabulary logs?” (to help us remember new words we’re learning)
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the vocabulary logs:
Conversation Cue: “Can you say more about that?” (Responses will vary.)
- Direct students’ attention to the Supporting Peers anchor chart.
- Turn and Talk:
“What is one criterion for success that you did well with today?” (Responses will vary.)
- Invite students to share out their successes.
- Give students specific, positive feedback regarding their group work today.



Word Study and Vocabulary

Unit 1, Week 2, Day 3: Teacher Guide



Daily Learning Target

- I can use my vocabulary log to analyze the meaning of a vocabulary word. (L.4.4)

Teaching Notes

- In this lesson, students focus on the words *domain-specific* because they encounter it frequently through their vocabulary work. They practice using the word and analyze it using their vocabulary log to gain a deeper understanding of it and how to use it.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- When students are not meeting with the teacher, they work with their independent reading text. In this lesson, this time ends up being about 30 minutes. Preview the Unit 1, Week 2: Independent Reading: Student Task Card. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always independent reading. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:** Students who need heavier support can sketch the information required in their vocabulary log. They can write in words or phrases when they find time later.
- **In advance:**
 - Prepare the Unit 1, Week 2: Independent Reading: Student Task Card.

Materials

- ✓ Poster Walk Posters 2 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)

- ✓ Free choice reading texts (one per student)
- ✓ Chart paper (optional; one piece; used during small group instruction)
- ✓ Dictionary (one per pair)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Lined paper (optional; one piece per student)

Whole Class Instruction: Introducing Learning Target and Tasks (7 minutes)

- Review the Daily Learning Target and discuss its meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Direct students' attention to **Poster Walk Posters 2 and 5** and explain that today they will continue to work on the Word Study and Vocabulary component and the Independent Reading component of the ALL Block. They will work in small groups with the teacher, read independently, and share with a partner.
- Direct students' attention to **Group Work in the ALL Block poster**.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** and chorally read the directions aloud. Clarify that this time they will meet with their small group to complete the task card. Tell students their group conversation may be interrupted because they will be meeting with the teacher in a small group, but explain that they will have time to read, write in their **vocabulary log**, and share words with their group. Point out that step 5 on the card gives them options if they have extra time.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout. Explain to students that their small group should allocate a timekeeper to help them keep on time and a facilitator to help them keep on task.
- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **free choice reading texts** and arrange themselves into their small groups.

■ ● ◆ ▲ Small Group Instruction: Defining Domain-Specific Vocabulary in Vocabulary Logs (15 minutes, repeated three times)

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting the members to bring their signal cards with them.
- Write the following on the board or on **chart paper**. Invite students to follow along, reading silently in their heads as you read the definition aloud:
 - "Domain-Specific Vocabulary: Words about a particular topic."
- Invite students to silently think about how they could restate this in their own words.
- Focus students on the underlined word, *domain-specific*. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and invite students to clap the syllables with you as you say each part. Then invite students to say and clap the syllables chorally without you. This may be particularly supportive for ELLs, because their home language may follow stress patterns that are different from those in English.

- Turn and Talk (using a **dictionary or online or paper translation dictionary** as necessary):
“What does domain-specific mean?” (about a specific topic)
“Now that you know what domain-specific means, what do you think domain-specific vocabulary is?” (Domain-specific means about a specific topic, so domain-specific vocabulary means words used about a specific topic. I may encounter domain-specific words in a research text about a particular topic.)
- Write a definition of the word that students can understand on the board or on chart paper:
 “about a particular subject.”
- Turn and Talk:
“What are some examples of domain-specific words you already know? Consider sports, hobbies, or other activities you engage in that may have specific vocabulary words that describe them.” (Responses will vary.)
- Select volunteers to share. As they share out, capture their responses on the board or on chart paper.
- Think aloud through each column in the front of the vocabulary log to record and analyze the word *domain-specific*. Take time with this, as it will model for students the thoughtful and careful way they should fill in their vocabulary logs. Remind students that even though they’re talking about the word *domain-specific* and that domain-specific vocabulary goes in the back of their vocabulary logs, they are recording *domain-specific* in the front because it is an academic vocabulary word.
- As time permits, invite students to work in pairs to brainstorm other domain-specific words and to record the words on **lined paper**.

Whole Class Instruction: Reflecting on Learning (8 minutes)

- Invite students to focus on the ALL Independent Group Work protocol.
- Turn and Talk:
“Referring to the ALL Independent Group Work protocol, what did your group have success with today?” (Responses will vary.)
- Select volunteers to share out.
- Reassure students that they will continue to work with this protocol, and they will get better at using it over time.
- Turn and Talk:
“What is one thing you find challenging about independent reading?” (Responses will vary.)
- Select volunteers to share out.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about their challenges:
Conversation Cue: “Can you say more about that?” (Responses will vary.)
- If the following is not already named as a challenge, ask students to Turn and Talk:
“What should you do if you start a text and it isn’t the right text for you?” (Responses will vary, but may include: Ask a classmate or the teacher for help; choose a new text.)

- As students discuss, guide them to understand that they may change texts if it is too hard for them to understand. However, if it is just not interesting, they should give it a little more time because sometimes a text takes a while to get interesting.
- As time permits, discuss other areas of concern. Follow up individually with students who express serious frustration or concern.



Independent Reading

Unit 1, Week 2, Day 4: Teacher Guide



Daily Learning Target

- I can read an independent reading text with increasing stamina. (RI.4.10)

Teaching Notes

- In this lesson, students are introduced to a repeating structure in the Student Task Card for the Independent Reading component. Throughout the rest of the year, Student Task Cards prompt students to track their independent reading in their independent reading journals, collect new words in their vocabulary logs, and respond to a reading prompt.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:** For students who require additional support, consider building independent reading stamina at a slower rate by requiring them to read for a shorter amount of time. Because much of this lesson is discussion-based, consider providing sentence stems for students to refer to during discussions. (Examples: “I focus by ____.” “The most challenging part is ____.” “The least challenging part is ____.”) For students who may need additional support with verbalizing their thoughts, invite them to sketch. Point to the sketch and verbalize for them, inviting them to confirm and then repeat what you say.
- **In advance:**
 - Find a picture of a marathon runner.
 - Review the Back-to-Back and Face-to-Face protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

Materials

- ✓ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ Picture of a marathon runner (one to display)
- ✓ Research reading text (one per student)
- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Chart paper (optional; one piece; used by the teacher to capture focusing strategies)

- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1: Introduction to the Additional Language and Literacy Block; one per student and one to display)
- ✓ Independent reading journals (from Unit 1, Lesson 2 module lesson; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ Academic Word Wall (from Unit 1, Lesson 1 module lesson)

Whole Class Instruction: Increasing Reading Stamina and Working with Task Cards (60 minutes)

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they have practiced two components of the ALL Block: Word Study and Vocabulary, and Independent Reading.
- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and today the whole class will work together on this component.
- Turn and Talk:
"What successes have you had during your independent reading time at home or in school?" (Responses will vary.)
- Direct students' attention to the **Supporting Peers anchor chart** and ask:
"Which of these criteria of success have helped you during your independent reading time?" (Responses will vary.)
- Tell students that today they will learn more about increasing their reading stamina.
- Turn and Talk (ELLs may use their **online or paper translation dictionary** if necessary):
"What do you know about the word stamina?" (Responses will vary.)
- Ask for volunteers to share out what they know about the word, but do not define *stamina* at this time.
- Display a **picture of a marathon runner** and tell students that marathon runners, like the one pictured here, run for long distances.
- Using a total participation technique, invite responses from the group (and for ELLs, display, repeat, and rephrase the question):
"What do you think marathon runners do to increase their stamina and prepare to run long distances?" (They practice running. Each time they run, they run for a longer period of time.)
- Explain that readers, just like runners, must build their stamina. Readers must exercise their reading muscles to practice reading for longer and longer times. The reading students do at home and in the ALL Block will help build their reading stamina.
- Invite students to retrieve their **research reading texts**.
- Tell students they will now work on building their reading stamina by reading their research reading text. Remind them how to use their **signal card** to signal if they need help while they are reading.
- Invite students to begin reading.

- Circulate to support students as they read. Remind them to read for the entire 5 minutes, stopping students and restarting the time as needed until the entire class has read for 5 consecutive minutes.
- After 5 consecutive minutes of independent reading, give students specific, positive feedback on their perseverance in building their reading stamina. (Example: “I saw you refocus yourself quickly after you were distracted.”)
- Explain that an important part of stamina is keeping focused. Marathon runners must focus on breathing and running at a good pace so they don’t run too fast in the beginning and have no strength left in the end. Reading stamina also takes focus.
- Using a total participation technique, invite responses from the group (and for ELLs, display, repeat, and rephrase the question):

“What do you do to keep your thoughts focused on the text? Describe your strategies to maintain focus.” (Responses will vary, but may include: Reread when I don’t understand; picture the story in my mind; skip a word I don’t know and then come back to it; plug my ears to block out the noise; whisper read to myself; tap my finger on my leg while I read.)

- Describing strategies can be cognitively and linguistically demanding. To ease the linguistic demands for ELLs, invite students to first discuss strategies in home language groups. Students who do not share a common home language can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss whole class in English.
- Select volunteers to share with the group. As students share out, capture their ideas on the board or on **chart paper**.
- Tell students they will read silently again. Encourage them to use one of the strategies if they need help staying focused. For heavier support of ELLs, model and think aloud this process.
- Remind students of their signal cards and invite them to begin reading.
- Circulate to support students as they read. Remind them to read for the entire 7 minutes, stopping students and restarting the time as needed until the entire class has read for 7 consecutive minutes.
- After 7 consecutive minutes of independent reading, give students specific, positive feedback on their perseverance in building their reading stamina. (Example: “I saw John plugging his ears to keep himself from getting distracted by noise. That’s a good strategy.”)
- Turn and Talk:

“What strategies did you use to stay focused while you read?” (Responses will vary.)

- Refocus whole class. Tell students you are going to read the list of strategies on the board or on chart paper. After you read each strategy, students should raise their hand if they used that strategy today.
- Begin reading the strategies, denoting next to each one the number of students who used it.
- Assure students that it is normal for readers to lose focus once in a while—but the more they practice and improve their focus, the greater their reading stamina will be.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card**.
- Remind students that they have been working with the task cards this week and that today’s task describes a routine they will use many times during their independent reading time.

- Post the following on the board:
 - Record your reading in your independent reading journal.
 - Respond to a reading prompt in your independent reading journal.
 - Add vocabulary to your vocabulary log.
 - Sometimes share what you have learned with a small group.
- Briefly review the parts of the task cards by asking students to put their finger on each part (i.e., the Daily Learning Targets, the ALL Block reading symbols, the materials needed, the directions, etc.).
- Ask students to put their finger on the directions they have already completed (step 1).
- Invite students to retrieve their independent reading journals and walk students through completing each step on the Student Task Card.
- Remind students that the independent reading journal is an important part of their independent reading time because this is where they reflect on their learning and track their progress through the text.
- Briefly model how to log their reading in their independent reading journal, using the Unit 1, Week 2: Independent Reading: Student Task Card. Write down the date, text title, author, and pages read.
 - Direct students to complete step 2 in their **independent reading journals** (write down the date, text title, author, and pages read).
 - Tell students that each task card will ask them to record any new vocabulary that they encounter as they read.
 - Invite students to put their finger on the step that asks them to do this (step 3).
 - Direct students to retrieve their **vocabulary logs**.
 - Add *stamina* to the **Academic Word Wall** and invite students to add this word to the front of their vocabulary logs. Consider modeling how to complete this entry as necessary.
 - Invite students to put their finger on the prompt on the Unit 1, Week 2: Independent Reading: Student Task Card. Inform them that sometimes they will record their responses in their independent reading journals and sometimes they will share their responses orally.
 - Answer clarifying questions and point out that the vocabulary word students add to their vocabulary log doesn't have to be one they don't know, but can be a word they think is important to remember.
 - Invite students to complete steps 3–4 on the task card.
 - For heavier support of ELLs, invite students first to discuss the prompt in home language groups. Consider providing a paragraph frame for students to complete step 4, or invite students to begin by sketching their ideas.
 - Circulate to provide assistance.
- After 7 minutes, refocus whole class. Tell students they will now use the Back-to-Back and Face-to-Face protocol to share their process for completing the task cards.
- Ask students to pair up and stand back-to-back, being respectful of space.
- Ask students the following questions and give them 30 seconds to consider how they will respond. For heavier support of ELLs, display, repeat, and rephrase the questions or write and think aloud sample responses or sentence frames on the board:

“What step of this task card was the most challenging? Why?”

- Invite students to turn face-to-face to share their responses.
- Have students repeat steps 1–3 with a new partner for this question:
“What step of this task card was the least challenging? Why?”
- Ask students to return to their seats.
- Invite a volunteer to summarize in one sentence what the class learned today about independent reading and the ALL Block reading routine.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about what they learned about independent reading:

Conversation Cue: “Can you say more about that?” (Responses will vary.)

- Give students specific, positive feedback on their perseverance with independent reading and learning the new routine of Student Task Card. (Example: “You did a great job persevering today, even when it was hard—and the more you practice this routine, the easier it will get.”)