



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths. (RF.5.4b)
- Day 3: I can read a text aloud fluently. (RF.5.4b)

Teaching Notes

- On Day 1, students are introduced to the text they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students review how to read paragraph breaks and punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- Note that students are not introduced to reading fluency in the module lessons until Lesson 4, so the work in this component sets them up for success in the module lessons.
- In this unit, students experience a typical ALL Block routine. Students gather in small groups for teacher-led instruction in approximately 20-minute increments. When not meeting with the teacher, students work independently to complete task cards for Independent Reading and Additional Work with Complex Text.
- **Differentiation:**
 - For students who need additional support, consider having students read excerpts from the monologue instead of the monologue in its entirety.
 - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to enable ◆ students to provide good models of reading aloud fluently and accurately. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Day 1: Levels of Support: For lighter support, encourage students to make sentences in the present perfect tense as well. (Examples: “She has/hasn’t ____.” “They haven’t/have ____.”)
- **In advance:**
 - Post Poster Walk Posters 1, 4 and 5, and materials required for each of these components, in the areas of the room where students will be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ “Miguel’s Monologue” (from Unit 3, Lesson 1 module lesson; one per student)
- ✓ **Day 3 Only:** Highlighters (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)

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

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

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their fluency passage: **“Miguel’s Monologue.”** Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.

- Read the monologue aloud once and invite students to follow along on their own copy of the text.
- Tell students that this monologue is centered on an event in the story. Ask students to talk with the person next to them about what event the monologue is about. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a monologue, it requires a more expressive tone.
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don't understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on for the next couple of days this week:
 - “I can correct myself and reread when what I read was wrong or didn't make sense.”
 - “I can read my text at a speed that is appropriate for the piece.”
 - “I can read smoothly without many breaks.”
 - “I can notice and read punctuation.”
- Read the first two paragraphs of the monologue three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if each read seemed “fluent” to them:
 - First read: quickly, making and ignoring mistakes and not attending to punctuation or line breaks.
 - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation.
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author's intended message.
- Invite students to read their passage aloud chorally with you.
- Ask them to turn to an elbow partner to whisper read their excerpt aloud.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column), paying particular attention to the highlighted criteria. Invite students to ask their elbow partner if they find it difficult to assess themselves.
- If students have time, invite them to reread their excerpt of text to their elbow partner, whisper reading, and to try to improve where they didn't score so well on their self-assessments.
- Students who read and self-assess quickly can set a goal based on something they didn't do so well, and record it on the back of their Fluency Self-Assessment Checklist. They can then practice working on that goal, taking turns to read to their partner.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

▲ Day 1: Small Group Instruction (20 minutes)

- Invite students to retrieve their fluency passage: “Miguel’s Monologue.” Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Read the monologue aloud once and invite students to follow along on their own copy of the text.
- Tell students that this monologue is centered on an event in the story. Ask students to talk with the person next to them about what event the monologue is about. Choose students to share out to the whole group. Invite students to ask questions about anything they don’t understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a monologue, it requires a more expressive tone.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Ask students to find and underline this sentence in the second to last paragraph:

“Apparently my shirt was on fire, but I hadn’t felt anything because I had been fueled by the adrenaline.”
 - Turn and Talk:

“What is the gist of this sentence? What is the sentence mostly about? What, in the monologue, makes you think so?”
 - Tell students it is okay if they don’t completely understand the sentence because they will discuss it today and come back to it on Day 3. (Responses will vary. Students should name that Miguel’s shirt is on fire but he can’t feel it.)
 - Invite students to put their finger on *hadn’t* and to notice the apostrophe. Turn and Talk:

“What two words make up the word hadn’t?” (Hadn’t is a contraction, or two words put together. Those two words are had and not. So, this has a negative meaning; it’s the opposite of had. In English, you can sometimes put small words together—like is, not, have, am—with other words. When you do, you use an apostrophe in the second word.)

“When we combine the words had and not and add the apostrophe, what did we drop? What other contractions do you know?” Display the words had and not and show how you combine them and drop the “o.” (We dropped the “o” from not. Responses will vary.)
 - Focus students on the first half of the sentence:

“Apparently my shirt was on fire, but I hadn’t felt anything . . .”

– Turn and Talk:

“What does this chunk tell us?” (Miguel’s shirt was on fire, but he didn’t feel anything.)

“Who is I in this chunk? How do you know?” (Miguel. This is told in his voice and from his perspective.)

– Invite students to place a finger on *hadn’t felt* and to say it aloud with you chorally. Turn and Talk:

“What verb tense is this?” (The verb phrase hadn’t felt is written in the past perfect tense. That means there is a helping verb—hadn’t—followed by the past participle felt.)

– To provide visual reinforcement, write the formula: *hadn’t* + past participle = past perfect tense.

– Display sentence frames:

- “Esperanza had _____.”
- “Esperanza hadn’t _____.”
- “Miguel had _____.”
- “Miguel hadn’t _____.”

– Invite students to Turn and Talk to practice using those sentence frames. Remind students that they need to add a verb in the past tense after *had* or *hadn’t* and provide the example: “Miguel hadn’t felt his shirt on fire.”

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

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

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

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Fluency Self-Assessment Checklist** and to read all of the criteria again, and to discuss with an elbow partner what each criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the criterion and invite students to highlight this criterion on their checklists:
 - “I can notice and read punctuation.” (Examples: Pauses after comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)
- Invite students to retrieve their fluency passage: **“Miguel’s Monologue.”**
- Read the monologue aloud and emphasize how the punctuation and paragraphing adds pauses and changes the tone of voice you might use.
- Turn and Talk:
 - “Why has the monologue been organized in paragraphs?” (The paragraphs group connected pieces of information together.)*
 - “What does a new paragraph signify?” (moving on to a new place in time, a new idea, etc.)*
 - “How do we show a listener who can’t see the text that it is moving on to a new place in time, a new idea, etc.?” (with a pause after the end of a paragraph)*
- Invite students to use a **highlighter** to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
 - ■● Consider doing this whole group.
- Invite students to read the monologue chorally with you, emphasizing adding pauses and changing the tone of voice they use according to the punctuation.
- Focus students on the tone of the monologue. Ask:
 - “This is a monologue, so it is told from the perspective of a character. Who is the character?” (Miguel)*
 - “What emotion does Miguel seem to have in this monologue? What phrases or words in the text help you know?” (Responses will vary. Miguel is worried and impatient to help. He is also determined to find Abuela.)*
- Tell students that you want to hear this emotion as they read.
- Invite students to practice whisper reading their passages to themselves while thinking about reading the emotion, punctuation, and the paragraph breaks.
- Invite students to read their excerpt of text to their elbow partner and to have their partner help them self-assess using the checklist, focusing particularly on the punctuation criterion.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

▲ Day 3: Small Group Instruction (20 minutes)

- Invite students to retrieve their Fluency Self-Assessment Checklist and to read all of the criteria again, and to use the symbols as clues to discuss with an elbow partner what each criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Ask students to find and underline this sentence in the second to last paragraph:

“Apparently my shirt was on fire, but I hadn’t felt anything because I had been fueled by the adrenaline.”
 - Invite students to put their finger on the word *adrenaline* and tell them that adrenaline is a chemical in your body that goes up when you are in dangerous or exciting situations and gives you energy.
 - Invite students to put their finger on the word *fueled* and to Turn and Talk:

“Where have you heard the word to fuel or fueled before?” Give students time to talk with an elbow partner and then share out. (Responses will vary.)

“What fuels a car? What fuels a person? What fueled Miguel?” (Responses will vary. Students should understand that a car is fueled differently from a person. Miguel was fueled by adrenaline.)

“Why does fueled end in -ed?” (to show past tense)
 - Underline the phrase *hadn’t felt*. Remind students the verb phrase *hadn’t felt* is written in the past perfect tense. That means there is a helping verb—*hadn’t*—followed by the past participle *felt*. To provide visual reinforcement, display the formula: *hadn’t* + past participle = past perfect tense.
 - Ask:

“Can you identify another verb phrase in past perfect tense? Hint: Look for the helping verb had.” (had been)
 - As students share out, notice and name that *been* is the past participle of *be*. For heavier support, put the events of the sentence (shirt catches on fire, not feeling anything, and fueled by adrenaline) on a timeline on the board or on chart paper. (See Unit 3, Lesson 3 module lesson as an example.)
 - Display sentence frames:
 - “He had been _____ (adjective).”
 - “They had been _____ (adjective).”

- Invite students to practice using the sentence frames to create past perfect tense sentences with a partner. Invite volunteers to share out.
- If productive, cue students to listen carefully:

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

- Congratulate students on using a complex sentence tense, and express your confidence that they will be able to use it in speaking and writing.
- Read the group fluency passage, “Miguel’s Monologue,” and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to highlight the following criterion on their checklist:
 - “I can notice and read punctuation.”
- Ask:

“What is punctuation?” (marks used to separate words, phrases, and sentences and to clarify meaning)
- Write or display a period. Ask:

“What is this? What do you do when you see one?” (a period; briefly stop)
- Reread the sentence:
 - “Apparently my shirt was on fire, but I hadn’t felt anything because I had been fueled by the adrenaline.”
- Invite students to place their finger on the period. Read the sentence aloud, attending to the period:

“How do you read a period?” (with a pause)
- Reread the sentence, showing students how you would pause before saying the next sentence.
- Invite students to read this chorally with you, paying particular attention to the period at the end.
- Write or display a comma. Ask:

“What is this? What do you do when you see one?” (a comma; pause quickly)
- Invite students to place their finger on the comma.
- Read the sentence aloud, attending to the comma.
- Invite students to read the sentence aloud chorally with you, paying particular attention to pausing at the comma.
- Invite students to highlight the punctuation (periods, commas, semicolons, quotation marks, and exclamation marks) in the rest of their monologue to remind themselves to read this punctuation when they read the excerpt aloud.
- Invite students to read aloud the entire excerpt chorally with you, focusing on punctuation and how this changes the way the monologue is read.
- If time remains, invite students to practice reading their passages aloud with an elbow partner, adding pauses and changing the tone of voice they use according to the punctuation.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 4 tasks, providing models where helpful.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Days 2 and 4

- I can recognize and explain the meaning of metaphors in a text. (RL.5.4, L.5.5a)
- I can compare the reactions of two characters in a text. (RL.5.3)

Teaching Notes

- On Day 2, students analyze two paragraphs from the module text, *Esperanza Rising*, and explain how each contributes to their understanding of how Esperanza and Miguel are reacting to the experience of leaving Mexico and coming to the United States. Exploring the author’s use of figurative language in this passage helps students understand the deeper meaning of the text. It also develops the language and concepts needed to discuss the extended metaphors explored in Additional Work with Complex Text: Week 1, Day 3, and in the module assessments and performance task.
- On Day 4, students explore two more metaphors in the passage from *Esperanza Rising*.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together, because these students will benefit from the Language Dives in the lessons.
 - Day 4: To help students during discussion, provide sentence frames. (Examples: “Miguel/ Esperanza reacts ____ because ____.” “Miguel is trying to explain ____.”) Consider making a copy and annotating salient parts of the text ahead of time for students who need additional support.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: To provide heavier support on Day 2, discuss the purpose of the hyphen in *second-class*. To provide lighter support, invite students to discuss the verb form *stood*, compare it to other forms, and explain why this form is used in this sentence.
- **In advance:**
 - Post Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student in ■ ● ◆ groups)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ *Esperanza Rising* (from Unit 1 of the module lessons; one per student)
- ✓ **Day 2 Only:** Colored pencils (orange and green; one of each per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

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

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.

- Tell students that today they will look more closely at the arguments of Esperanza and Miguel as to whether or not life is better in Mexico or the United States.
- Tell students to read to themselves the second and third paragraphs on page 222 of *Esperanza Rising*, starting with “In Mexico, I was a second-class citizen . . .” and ending with “Why don’t you speak up for yourself and your talents?” As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Targets and discuss their meaning.
- Turn and Talk:
 - *“Miguel and Esperanza are disagreeing about something. What are they disagreeing about?” (Miguel is saying that the United States is a place of opportunity, and Esperanza is disagreeing.)*
- Read aloud the sentences from the top of the Teacher-Guided Student Activity Card, and invite students to read along silently in their heads.
- Encourage productive and equitable conversation among the students about the meaning of the sentence. If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
 - *“There is a phrase in these sentences you might not know: second-class citizen.”*
 - *“Who is talking in these sentences? Who said he was a second-class citizen in Mexico?” (Miguel)*
 - *“What is a citizen? What is another word for citizen?” (someone who lives in a country and has legal status—i.e., national or inhabitant)*
 - *“How was the life of Esperanza different from the life of Miguel in Mexico? (Life was much easier for Esperanza—she was rich and had all of her needs met, while Miguel didn’t.)*
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
 - *Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- Tell students that when we travel, there are often different classes of travel. There are first-class passengers on trains and planes who get opportunities that other travelers don’t get—for example, larger seats or extra food and drinks. The other passengers are second-class.
- Connect this to Miguel and Esperanza. Tell students that a second-class citizen is someone who belongs to a group that does not have the same opportunities as another group in a society—for example, the poor farmworkers like Miguel and his family don’t have the same opportunities as the rich farm owners like Esperanza’s family.
- Invite students to look at the first sketch, symbolizing a river, drawn on their activity card to help them understand what a river is.
- Ensure students understand that Miguel wasn’t literally trying to get across a river—he was using the river and the two sides of the river to communicate his idea.

- Turn and Talk:
 - “*Why do you think Miguel chose a river to represent his ideas about the differences between him and Esperanza?*” (Responses may vary, but could include that a river separates the two sides, and it is hard to cross from one side to the other without a bridge. Miguel didn’t think he could cross to Esperanza’s side in Mexico.)
- Post and briefly review the definition of *metaphor* (figurative language—a word or phrase for one thing that is used to describe another to show the two things are similar), and remind students that they have been working with metaphors in the module lessons.
- Invite students to draw a thought/idea cloud around the pictures of the rivers on their activity card, to show it is a metaphor rather than something real.
- Point to the first river and the subheading “Mexico.”
- ●◆
 - Invite students to work with a partner to discuss ideas and to use a **green pencil** to draw and label stick figures to show where Miguel thinks he and Esperanza were on the river in Mexico.
 - Refocus the group and invite them to share where they drew their stick figures, using evidence from the text to support their ideas. Miguel and Esperanza should be on opposite sides of the river because Miguel said on page 222, “In Mexico I was a second-class citizen. I stood on the other side of the river, remember?”
 - Invite students to work with a partner to discuss ideas and to use a green pencil to draw and label stick figures to show where Miguel thinks he and Esperanza are on the second river in the United States.
 - Refocus the group and invite them to share where they drew their stick figures. Miguel should be crossing the river on a bridge because he says on page 222, “At least, I have a chance, however small, to become more than what I was.”
 - Invite students to work with a partner to discuss ideas and to use an **orange pencil** to draw and label stick figures to show where Esperanza thinks she and Miguel were on the river in Mexico.
 - Refocus the group and invite them to share where they drew their stick figures, using evidence from the text to support their ideas. Miguel and Esperanza should be on opposite sides of the river because Esperanza said on page 222, “You are still a second-class citizen.” The word *still* shows she thought he was a second-class citizen before.
 - Invite students to work with a partner to discuss ideas and to use an orange pencil to draw and label stick figures to show where Esperanza thinks she and Miguel are on the second river in the United States.
 - Refocus the group and invite them to share where they drew their stick figures. Miguel should be on the other side of the river from Esperanza because she says on page 222, “You are still a second-class citizen because you act like one.”)
- ■▲ Invite students to draw and label a stick figure in green pencil to represent Esperanza on one side of the river.
 - Ask:
 - “*In Mexico, did Miguel think he was on the same side of the river as Esperanza? How do you know?*” (No, he felt like a second-class citizen. He didn’t have the same opportunities that she did. He tells Esperanza on page 222 that in Mexico he was a second-class citizen who stood on the other side of the river.)

- Invite students to point on the picture of the river to where Miguel thought he was in Mexico. Students should point to the other side of the river from where they have drawn Esperanza.
- Invite students to draw and label Miguel in green pencil on the other side of the river.
- Point to the second river and the subheading “United States.”
- Invite students to draw and label a stick figure to represent Esperanza on one side of the river.
- Ask:

“In the United States, does Miguel think he is on the same side of the river as Esperanza? How do you know?” (Not quite, but he thinks he has more of a chance.)

- Invite students to point on the picture of the river to where Miguel thinks he is in the United States. Students might point somewhere in the middle or more toward the side Esperanza is on.
- Turn and Talk:

“How can we represent Miguel feeling like he is at least crossing the river to the other side? How do we cross rivers?” (using a bridge)

- Invite students to draw a bridge and to draw and label Miguel on the bridge.
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Week 1: Student Task Card task for Day 3, providing models where helpful.
- Collect the activity cards to review student work and to identify common issues to use as whole group teaching points.

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

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

◆●◆▲ Day 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve **Esperanza Rising** and read pages 221–224 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Briefly review the answers to Day 3 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Invite students to pair up and to label themselves A and B.
- Guide students through each of the questions on their activity card and invite them to record their responses using the following process:
 - Read the question.
 - Invite students to read the question chorally with you.
 - Invite partner A to ask the question to partner B.
 - Invite partner B to respond.
 - Invite partner B to ask the same question to partner A.
 - Invite partner A to respond, but to build upon partner B’s response to the question using sentence frames like, “I agree with you that _____, and I would add _____.”
 - Invite students to record their answer to the question on their activity cards.
 - Select a student to share the answer he or she discussed with the whole group. See the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)** to confirm student responses.
- Ensure students understand the different reactions that Esperanza and Miguel have to being second-class citizens, the metaphors each uses to illustrate her or his thinking, and the life experience that creates each of their reactions.
- Collect activity cards to review student work and to identify common issues to use as whole group teaching points.

▲ Day 4: Small Group Instruction (20 minutes)

- Invite students to retrieve *Esperanza Rising* and read pages 221–224 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Redistribute the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.
- Review the Daily Learning Targets and discuss their meaning.
- Focus students on the sentence at the top of their activity cards:
 - “In Mexico, I was a second-class citizen. I stood on the other side of the river, remember?”
- Mini Language Dive:
 - On **chart paper** or on the board, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.

- Tell students they will focus on the same important sentence from the passage they worked with on Day 2.
- Turn and Talk:

“What punctuation does this sentence end with?” (a question mark)

- Draw a question mark on the board.

“Where do we write a question mark in English?” (at the end of a sentence)

“Are all languages the same?” (No. For example, in Spanish an “upside-down” question mark is sometimes also placed at the beginning of a sentence.)

“What is the purpose of this punctuation?” (to indicate a question)

- Direct students’ attention to the speech Esperanza gives Miguel that starts on page 221 and continue to page 222 from “Is this the better life that you left Mexico for?” to “Is this life really better than being a servant in Mexico?”
- Invite students to scan the speech and count the question marks.

“Why was Esperanza asking all these questions? Did she not know the answer?” (She was trying to get Miguel to think about the answer.)

- Write the phrase *rhetorical question* on the board or on chart paper and explain the purpose of rhetorical questions. In this case, Esperanza is trying to get Miguel to understand that life in the United States is not “the other side of the river.” They are still second-class citizens.
- Lead a brief discussion about some of the rhetorical questions that students may hear in school. (Examples: “Can you get your pencils out?” and “Can everyone look up here?”) Reinforce that a teacher does not expect an answer to these questions.
- Invite students to practice creating rhetorical questions. Post the following sentence stems. For heavier support, model using the sentence stems first.

“I was _____, remember?”

“I went _____, remember?”

- Guide students through each of the questions on their activity card and invite them to record their responses using the following process:
 - Read the question.
 - Invite students to read the question chorally with you.
 - Invite partner A to ask the question to partner B.
 - Invite partner B to respond.
 - Invite partner B to ask the same question to partner A.
 - Invite partner A to respond, but to build upon partner B’s response to the question using sentence frames like, “I agree with you that _____, and I would add _____.”
 - Select a student to share the answer they discussed with the whole group. See the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference) to confirm student responses.
- Ensure students understand the different reactions that Esperanza and Miguel have to being second-class citizens, the metaphors each uses to illustrate her or his thinking, and the life experience that creates each of their reactions.
- Collect activity cards to review student work and to identify common issues to use as whole group teaching points.