

Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 1: Teacher Guide



Daily Learning Target

- I can explain the ALL Block and its purpose. (SL.3.1b)

Teaching Notes

- In this component, students are introduced to the ALL Block. They discuss its purpose and how it relates to the work they are doing in the module lessons. Students discuss and create signal cards for use during independent work, and they practice working independently by reading research texts (module-related) for 5 minutes. If students are familiar with EL Education's Grade 3 curriculum, consider how familiar they are with the ALL Block and reallocate class time spent introducing it as necessary.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only. 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.
- It is assumed that classes will already have class norms in place, which students refer to before they participate in the Poster Walk.
- To more effectively debrief the Poster Walk, be sure to thoroughly familiarize yourself with the ALL Block routine.
- **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, such as: "I think that this component of the ALL Block is ... because ..." For students who struggle to verbalize 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:**
 - Strategically group students for the Poster Walk. Consider grouping ELLs according to their home language.
 - Review the Directions for Poster Walk so you are familiar with what will be expected of students.
- **Prepare:**
 - Group Work in the ALL Block poster.
 - Posters for Poster Walk (see Preparation for Poster Walk in supporting materials).

Materials

- ✓ Group Work in the ALL Block poster (new; teacher-created; see supporting materials)
- ✓ Poster Walk posters (new; teacher-created; see supporting materials)
- ✓ Preparation for Poster Walk (for teacher reference)

- ✓ Directions for Poster Walk (one to display)
- ✓ Markers (five colors; one different-colored marker per group)
- ✓ Sticky notes (10 per group)
- ✓ Signal card (one per student and one to display)
- ✓ Red and green markers (one of each color per student)

Whole Class Instruction (60 minutes)

- Tell students that today they will begin an exciting new part of their literacy instruction: the Additional Language and Literacy Block, or the ALL Block.
- Ask:
 - “What do you know about the word literacy?”*
- After providing some think time, select volunteers to share out.
- Tell students that in this block, they will practice skills from the module lessons; build their reading, writing, and speaking fluency; and independently read free choice texts and texts related to what they are learning about in the module lessons.
- Display the **Group Work in the ALL Block** poster.
- Ask:
 - “What can you infer, or figure out, from looking at these pictures about whom you will work with during the ALL Block?” (small group with teacher; small groups on their own; in pairs; independently)*
 - “Why do you think many U.S. classrooms invite students to work together in groups or on your own without the teacher?” (Responses will vary, but may include: because in real life outside of school there isn’t always a teacher, so it’s good to practice working through challenges independently with the help of others.)*
 - “What are some habits to keep in mind while you are working in small groups or on your own without teacher guidance?” (Refer to class norms.)*
 - “What do you need from everyone else to do your best work?” (Responses will vary.)*
 - “How can we listen to and include everyone’s ideas in our group?” (Responses will vary.)*
- Invite students to share their ideas with the class. Relate students’ ideas to class norms.
- Point out the **Poster Walk** posters around the classroom (prepared by the teacher in advance using the **Preparation for Poster Walk** document). Explain that each poster shows the name of a component of the ALL Block, a picture representing that component, and a short explanation of the component.
- Display and briefly review **Directions for Poster Walk**. Invite a volunteer to read aloud the directions for the whole group.
- Focus students on the question:
 - “What will you be doing in the ALL Block?”
- Move students into pre-determined groups and indicate at which poster each group will start.
- Distribute **markers** and **sticky notes** and invite students to choose one recorder for their group.

- Invite students to begin the Poster Walk.
- Circulate to support students as they work in groups, monitoring for text-based inferences. If necessary, gently point participants to interesting comments and inferences.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about each poster:

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

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

- Ask questions to help students identify evidence from the poster to support their inferences. Tell students you will give them 30 seconds to think before they need to respond.

“What makes you say that?”

- Every 3 minutes, signal for groups to rotate.
- At the end of 15 minutes, invite students to go back to the poster where they began. Tell them they are going to read all the inferences and comments on their assigned poster to notice and wonder about what has been written.
- Invite each group to share out round-robin style:

“What patterns or themes did you notice on your Poster Walk posters?” (Responses will vary, based on each poster.)

- If productive, use Goal 1 Conversation Cues to encourage students to clarify and expand the conversation about each component:

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

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

- As groups share, clarify the purpose and types of activities that will be completed for each component. To support ELLs, write and display the purpose and types of activity/material on each poster, and repeat and rephrase what you tell them.
- Invite students to Turn and Talk with a partner:

“What were your challenges as you worked with your small group?”

“What were your successes?”

- Give students specific, positive feedback on their small group work. Example: “I noticed (group) collaborating by taking turns talking and making sure everyone in the group had a chance to share their ideas.”
- Tell students that eventually, each week they will focus on three of the five components. Tell students that they will slowly build up to this routine over the next two units.
- Point out the posters for Additional Work with Complex Text (Poster 1) and Independent Reading (Poster 5) and explain that these will be the two components students practice this week.
- Distribute and display the signal card and invite students to Turn and Talk:

“What might we use these cards for?” (to signal when we need help)

- Distribute **red and green markers** and invite students to color each circle as labeled. Then invite students to fold the card along the dotted middle line. Tell students that the green side signals that they do *not* need help, and the red side signals that they *do* need help. Tell students they should flip the card to whichever side applies as they work, and that you will check in with them as needed.

Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 2: Teacher Guide



Daily Learning Target

- I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)

Teaching Notes

- In this lesson, students learn more about the Independent Reading component, are introduced to Student Task Cards, and critique a Text Share conversation.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only and focuses on one component. 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 may need additional support with participating in conversations, post sentence stems. (Examples: “We read independently because ____.” “I notice ____.” “I wonder ____.” “I observed that ____.”) 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:**
 - Approach three students to see if they are comfortable modeling the Text Share conversation. Consider joining the group and sharing information about your own free choice text.
 - 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)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card (one per student and 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)

Whole Class Instruction (60 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.

- Ask:

“What kinds of tasks will you be working on in the ALL Block?” (practicing skills from the module lessons; building reading, writing, and speaking fluency; and independently reading free choice texts and texts related to what we are learning about in the module lessons)

- Direct students’ attention to **Poster Walk Poster 5**. Tell them that reading independently is an important part of the ALL Block, and every day they will have time to read independently in class.
- Remind students that they are reading independently for homework every night. They are reading a text of their choice and reading a research text that will help them learn more about overcoming challenges in access to education, books, and reading.
- Tell students they are going to share what they already know about independent reading using the Back-to-Back and Face-to-Face protocol.
- Have students find a partner and stand back-to-back with each other, being respectful of space.
- Ask students the following question 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:

“Why do you read a text independently? What is the purpose of independent reading?”

- Invite students to turn face-to-face to share their responses.
- Have students repeat this process with new partners for each of the following questions:

“What should you be doing during your reading time at home?”

“What are some challenges you encounter during independent reading time? How do you overcome those challenges?”

“What should you do if you start a text and it isn’t right for you?”

- Circulate to listen in and take note of areas where students may need additional support.
- Ask students to return to their seats and select volunteers to share their answers for the last question:

“What should you do if you start a text and it isn’t right for you?”

- Ensure students understand that they may change texts if it is too hard for them to understand. However, if the text is just not interesting, they should give it a little more time because sometimes a text takes a little while to get interesting.
- Distribute and display the **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card**.
- Invite students to look at the task card and silently consider the following:

“What are two notices and two wonders you have about the Student Task Card?”

- For students who are unfamiliar with the notice and wonder routine, consider modeling one notice and one wonder. If students need more structure, consider asking them to annotate the task card with an “N” and “W.”
- Noticing and wondering can be cognitively and linguistically demanding. To ease the linguistic demands for ELLs, invite students to first notice and wonder in home language groups. Students who do not have a home language in common 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.

- After 2 minutes, invite students to share their notices and wonders with an elbow partner.
- Select volunteers to share out. Ensure students have noticed the learning targets for today, Day 3, and Day 4; a list of materials for today, Day 3, and Day 4; and the directions for today, Day 3, and Day 4. Ensure students understand that today is Day 2, so that will be the only work they focus on today. They will focus on Day 3 and Day 4 in later lessons.
- Emphasize that whenever they are not working with the teacher, students will follow a task card to work independently.
- Ask:

“What is the learning target for today?” (I can listen carefully and ask questions of others about their free choice reading.)

“What materials do you need to complete the work today?” (free choice reading text)

“What words in the directions are unfamiliar to you? Can someone explain what they mean?” (Responses will vary.)

- Point out the phrase “ALL Independent Group Work protocol” on the task card. Tell students that for this lesson they are to ignore this, but they will learn more about it later in the week. Today, students will observe a Text Share conversation. As they watch, they will take note of two things the model Text Share group does well and one thing they could do to improve.
- Direct students’ attention to the **Group Work in the ALL Block poster** and explain that a Text Share conversation is something they will do often in a small group without the teacher.
- Arrange students modeling the Text Share in a triad in the front of the room and support facilitation of the Text Share:
 - Ask the triad to choose a facilitator and timekeeper. Tell the timekeeper that each person in the group will have 2 minutes to share information about his or her text.
 - Invite the facilitator to begin sharing.
 - Invite group members to ask questions.
 - After everyone in the triad has shared, thank them for participating and invite them to return to their seats.
- Ask students who observed the model Text Share group to Turn and Talk with an elbow partner. For heavier support, invite ELLs to talk first in home language groups if they desire, or invite them to begin by sketching their ideas.

“What did you notice about the Text Share?” (Responses will vary, but may include: It’s important to stay on time; a summary should be brief but long enough that someone can ask a question; group members should listen respectfully.)

- Invite volunteers to share out.
- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about good habits in group work:

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

- Ask:

“What did we learn today about independent reading?”

- As students share out, capture their responses on Poster Walk Poster 5.
- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about the summary:

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

Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 3: Teacher Guide



Daily Learning Target

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.3.4, L.3.4)

Teaching Notes

- In this lesson, students work with an Additional Work with Complex Text component. The complex text they work with is the ALL Independent Group Work protocol. First, students review the ALL Block and its purpose. They develop norms for supporting peers during the ALL Block, specifically discussing what it means to coach a peer and how to facilitate a small group. Students continue to practice some of the routines used in the ALL Block. They then work in small groups to read the ALL Independent Group Work protocol for gist and to determine the meaning of unfamiliar vocabulary.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only and focuses on one component. In future ALL Block lessons, the teacher will lead only small group instruction and students will work with multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:**
 - For students who may need additional support with participating in conversations, post sentence stems. (Examples: “We read independently because ____.” “I notice ____.” “I wonder ____.” “I observed that ____.”) 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:**
 - Strategically pair students.

Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (one per student)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card (from Unit 1, Week 1, Day 2: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 1, Week 1, Day 3: Student Task Card (answers for teacher reference)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Chart paper (one piece)

- ✓ Supporting Peers anchor chart (co-created during lesson)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)

Whole Class Instruction (60 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. Point out the **Poster Walk posters**.
- Ask:
 - “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 about in the module lessons)*
 - “What are the components of the ALL Block?” (Additional Work with Complex Text, Word Study and Vocabulary, Writing Practice, Reading and Speaking Fluency/GUM, and Independent Reading. Review the Poster Walk posters as necessary.)*
 - “What did you learn about the Independent Reading component in the previous lesson?” (Responses will vary, but may include: Sometimes we will discuss the texts we are reading.)*
- Tell students that today they will practice working in small groups as part of the Additional Work with Complex Text component (Poster 1).
- Move students into pre-determined pairs.
- Distribute the **ALL Independent Group Work protocol** handouts to each student.
- Tell students this is a complex text that tells more about how they will complete group work during the ALL Block. Invite students to follow along, reading silently in their heads as you read the protocol aloud.
- Turn and Talk:
 - “What is the gist of the protocol, or what is it mostly about?” (It is a set of directions explaining how to work through a task card in a group without the teacher.)*
- Invite students to work with an elbow partner to think of and draw appropriate symbols or pictures next to each instruction to help them remember what to do.
- Tell students they will now use a task card to think more deeply about some of the vocabulary in this text.
- Invite students to retrieve their **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card**.
- Briefly review the parts of the task card by asking students to put their finger on each part for today (i.e., the learning target for Day 3, the materials needed for Day 3, and the directions for Day 3).
- Direct students’ attention to the **Group Work in the ALL Block poster** and tell students that when they work in small groups without the teacher, they will be working without teacher guidance.

- Remind students that they all have different strengths and areas of challenge. Tell them that as a result, they might find themselves coaching, or helping or supporting, someone in their group.
- Invite students to Think-Pair-Share, ensuring both partners have time to think, each gets to ask the question aloud to the other, and both have an allocated time to share their responses with the whole group:

“What might it look like or sound like when you are helping a peer? Getting help from a peer?” (Responses will vary, but may include: The student coach isn’t doing the work for the peer; the student coaching is asking the peer questions to help instead of saying exactly what to do, or the student receiving help is persevering even if the work is hard.)

- As students share out, capture their responses on **chart paper** to under the heading “Peer Coaching.” This will be the **Supporting Peers anchor chart**.
- Tell students they will now practice following these criteria for success to work with their partner to complete the directions on their task card.
- Read the directions and talk through the example.
- Remind students to use their **signal cards** if they need help.
- Invite students to begin working with their partners.
- After 10 minutes, refocus whole group and debrief answers to the task cards. Refer to **Unit 1, Week 1, Day 3: Student Task Card (answers for teacher reference)**.
- Ask a few student volunteers to sum up what the class learned today about the ALL Block and group work. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the summary:

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

Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 4: Teacher Guide



Daily Learning Target

- I can draw an illustration using details from the text. (RI.3.1)

Teaching Notes

- In this component, students work in a small group with teacher guidance to do additional work with the ALL Independent Group Work protocol, a complex text.
- Because students are learning the routines and components of the ALL Block, this lesson contains 15 minutes of whole class instruction (10 minutes at the beginning and 5 minutes at the end). This means the teacher meets with each small group for only 15 minutes.
- When students are not meeting with the teacher, they should read independently. In this lesson, reading time ends up being about 30 minutes. Preview Day 4 on the Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: 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:**
 - Teacher-Guided Student Activity Cards are differentiated with symbols.
 - To prepare for the week, assign students to one of four levels (ELLs, below grade level, on grade level, above grade level). Note that, as explained in the Unit Overview, students leveled ● and ◆ are grouped together to work on the same Teacher-Guided Student Activity Cards. 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 ■.
- For students who require additional support, consider building reading stamina at a slower rate by requiring them to read for a shorter amount of time.
- **In advance:**
 - Intentionally group students for the small group instruction time for today.

Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Supporting Peers anchor chart (from 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)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card (from Unit 1, Week 1, Day 2: 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)
- ✓ Research reading text (one per student)
- ✓ Timer (one; used by the teacher to help students independently reading keep on task)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Teacher-Guided Student Activity Card (one per student)
- ✓ Paper (blank; one piece per student)
- ✓ Crayons, markers, or colored pencils (class set; for students to use to make illustrations)

Whole Class Instruction (10 minutes)

- Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Ask:
 - “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 the **Poster Walk posters** and briefly review the components.
- Tell students that today they will learn more about how time is split in the ALL Block.
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher for the Additional Work with Complex Text component, 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 review it with them. Encourage students to keep these criteria in mind as they work with their classmates in small groups and pairs. Invite students to silently commit to one criterion in particular that they will work very hard to keep in mind.
- Direct students’ attention to Poster 1 and focus students on the phrase:
 - “Rereading and analyzing complex texts”
- Turn and Talk:
 - “Why do we reread complex texts?” (to keep digging deeper to better understand the meaning of the text)*
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the purpose of rereading:
 - Conversation Cue: “Can you say more about that?” (Responses will vary.)*
- Tell students that today they will be rereading the complex text they read on Day 3: the ALL Independent Group Work protocol.

- Tell students that today, when not working with the teacher, they will also practice working on their own and with a partner. Invite them to retrieve their **ALL Independent Group Work protocol** handout.
- Invite students to retrieve their **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card** and briefly review the parts of the task card by asking students to put their finger on each part for today (i.e., the target for Day 4, the materials needed for Day 4, and the directions for Day 4). Chorally read the directions aloud. Clarify steps 1–3 and tell students they will have a chance to repeat this process with two different partners while you meet with small groups. Explain that you will help them keep track of time by setting a timer.
- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **research reading texts**.
- Help students monitor their time by setting a **timer** as they read and discuss. Remind students to repeat steps 1–3 with a new partner after about 15 minutes.

■ ● ◆ ▲ Small Group Instruction: Additional Work with Complex Text (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 and ALL Independent Group Work protocol handout with them.
- Distribute the **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Teacher-Guided Student Activity Card**.
- Focus students on the Daily Learning Target section at the top of the activity card. Display and discuss the meaning of learning target for this lesson. Tell students they will work together to draw pictures of each step in the ALL Independent Group Work protocol. Emphasize that these pictures will help the class remember the steps of the protocol.
- Focus students on the materials section on their activity card. Distribute **paper** and **crayons, markers, or colored pencils**. Prompt students to check that they have all the materials listed in the box.
- Focus students on the directions on the activity card. Remind them that this is where they will find the directions for the activities they need to complete. Point out that today you will help them complete these activities.
- Student Activity Cards are differentiated. Review and discuss the directions on the appropriate card with each group.
- Give each student the number of a step in the ALL Independent Group Work protocol that he or she should illustrate. In order to ensure that all steps are covered, consider asking more capable students to illustrate more than one step and letting students who need more support work in pairs.
- Circulate, ensuring that students understand the step they are illustrating and produce a simple but clear illustration of the step.
- Refocus small group and invite students to assemble their illustrations in order and then number them.
- Orally review the steps of the ALL Independent Group Work protocol.

Whole Class Instruction: Celebrating Independent Group Work (5 minutes)

- Turn and Talk:

“What is one thing you or someone you worked with did well?” (Responses will vary.)

- Invite students to share out their successes.
- Give students specific, positive feedback regarding their group work today. (Example: “I noticed James take responsibility for his work and actions by asking questions when he didn’t understand.”)