



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths. (RF.3.4, L.3.3b)
- Day 3: I can read a text aloud fluently. (RF.3.4)

Teaching Notes

- On Day 1 of this component, students read an excerpt from *More Than Anything Else* for fluency. This is the same excerpt read closely in the Unit 3 module lessons. Students should work on this after they have completed the Unit 3, Lesson 2 module lesson so that they have already read it.
- On Day 3, students move over to begin practicing their excerpt from either *Rain School* or *Nasreen's Secret School* allocated in Unit 3, Lesson 3 of the module lessons in preparation for recording an audiobook as a group. Students should work on this lesson only after they have completed the Unit 3, Lesson 3 module lesson, so that text excerpts have already been allocated.
- 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:**
 - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
 - Day 3: Students will have chosen either *Rain School* or *Nasreen's Secret School* to read, and will have been assigned excerpts according to their ability.
 - The Teacher-Guided Student Activity Cards for this activity are differentiated. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to enable ◆ students to 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 heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading. For lighter support, encourage students to read the entire excerpt instead of the shorter version selected for ELLs.

- ▲ Day 3: Levels of Support: Students will have chosen either *Rain School* or *Nasreen's Secret School* to read and will have been assigned excerpts according to their ability. For heavier support, act out or mime the excerpts as you read aloud, and invite students to do the same. Focus students on fewer reading fluency criteria that will result in the most significant improvement of their fluency.
- **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

Day 1

- ✓ 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)
- ✓ Fluency passage: excerpt from *More Than Anything Else* (from Unit 3, Lesson 1 module lesson; 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)

Day 3

- ✓ 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 (from Week 1, Day 1; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: 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)
- ✓ Fluency Self-Assessment Checklist (from Week 1, Day 1: Reading and Speaking Fluency/GUM; one per student)
- ✓ Fluency passage: excerpt from *Rain School* (from Unit 3, Lesson 3 module lesson; one per student)
Or
- ✓ Fluency passage: excerpt from *Nasreen's Secret School* (from Unit 3, Lesson 3 module lesson; one per student)

- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (from Week 1, Day 1; one to display)

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

- Remind students that over the past two units they 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 the **fluency passage: excerpt from *More Than Anything Else***. Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Tell students which excerpt of this text they will be reading and invite them to mark the start and finish by drawing a line on their text:
 - ■ From “I stare at the marks . . .” to “. . . what story their picture tells.”
 - ● From the beginning of the excerpt to “. . . how people will look up to me.”
 - ◆ From the beginning of the excerpt to the very end of the excerpt.
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don’t understand. Remind them that they carefully analyzed this checklist in Unit 2 of the module lessons, so they should be familiar with it now.
- If students require it, invite them 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.

- Model reading aloud the excerpt students will read aloud, focusing on those criteria.
- Invite students to read their passage aloud chorally.
- Invite students 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), focusing on the highlighted criteria in particular. 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 the text to their elbow partner, whisper reading, and to try to improve where they didn't score so well on their self-assessments.
- 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 the fluency passage: excerpt from *More Than Anything Else*. 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.
- Tell students they will read the excerpt from *More Than Anything Else* where Booker T. Washington is studying his book.
- Invite students to mark the start and finish of their excerpt by drawing a line on their text from the beginning of the excerpt to “. . . how people will look up to me.”
- 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.
 - Ask:
 - “*What is the gist? What is it mostly about?*” (*Responses will vary, but the gist is that although Booker sees and draws letters and words, he can't read them. He feels he does not have what he needs to learn to read, but when he does, people will respect him.*)
 - Look for students to point out language such as marks, try to imagine their song, jump without legs, and look up to me and for students to describe the illustration.
 - Invite students to read their passage aloud chorally.
 - Encourage extended conversation about one clause that points to the gist of the excerpt, uses complex language, and that students struggle with the meaning of. Monitor and guide student conversation with questions such as:
 - “*Place your finger on the clause I can't keep up with what I want to be.*”
 - “*What does keep up with mean? Is it literal or figurative?*” (*have, get, do; figurative*)
 - “*What does what I want to be mean? What, in the excerpt, makes you think so? Is this phrase literal or figurative?*” (*someone people respect, someone who can read, the kind of person Booker likes, the things he wants to do; The text describes Booker trying to read and wanting to be someone people look up to. literal*)

- 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.)

“So, what does Booker want to keep up with?” (being a person that people respect; being able to read)

“Can Booker keep up with being a person that people respect? What, in the clause, makes you think so?” (No. The clause says he can’t.)

“Now what do you think is the gist of this clause?” (I can’t learn to read and be someone people respect. I can’t do what I want to do or have the status I want.)

“How does your understanding of this clause change your understanding of the excerpt?” (Responses will vary.)

- If productive, cue students to expand the conversation by saying more:
 - Conversation Cue: “Can you say more about that?” (Responses will vary.)*
- Distribute the Fluency Self-Assessment Checklist and read each criterion on the checklist aloud, clarifying anything students don’t understand. Remind them that they carefully analyzed this checklist in Unit 2 in the module lessons, so they may be familiar with it.
- If students require it, invite them 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 criterion. Explain that this will be the criterion they will focus on for the next two days:
 - I can correct myself and reread when what I read was wrong or didn’t make sense.
- Model an example by rereading the excerpt, leaving out a word from a sentence, and then going back to reread the sentence when it is clear the missing word caused the text to not make sense.
- Tell students that you went back and read it again because it didn’t make sense. You could tell by thinking about the meaning of the words as you were reading that something was missing.
- Invite students to turn to an elbow partner to whisper read their excerpt aloud, self-correcting when they make a mistake.
- 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 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 3: Small Group Instruction (19 minutes, repeated three times)

- Invite students to retrieve their **Fluency Self-Assessment Checklist** and to read all of the criteria again. 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.
- Invite students to retrieve their **fluency passage: excerpt from *Rain School*** or **fluency passage: excerpt from *Nasreen's Secret School***.
- Tell students you will now read two excerpts of these texts twice each. Ask them to focus on the checklist criteria to see what you do well and what you need to work on each time you read.
- Read aloud excerpts of *Rain School* and *Nasreen's Secret School* twice each as follows. Choose the excerpts that students in the group you are working with are reading:
 1. *Rain School*—too quickly and quietly
 2. *Nasreen's Secret School*—too slowly and loud
 3. *Rain School*—exaggerated monotone without facial or body language
 4. *Nasreen's Secret School*—appropriate speed, and volume; expressive tone and face/body language
- After each read, ask students:
 - “Which of the criteria do you think I need to work on?”
 - “What advice would you give me to help me improve?”
- The responses should be as follows:
 - “I can read at a speed that is appropriate for the piece” and “I can use the appropriate volume and change volume naturally as if I am talking to a friend.” Slow down and speak louder.
 - “I can read at a speed that is appropriate for the piece” and “I can use the appropriate volume and change volume naturally as if I am talking to a friend.” Speed up a little and speak a little quieter.
 - “I can use the appropriate tone to express the author’s meaning” and “I can use facial expressions and body language to match the expression in my voice.” Be more expressive in your tone and use your face and body language to convey meaning.
 - “I can use the appropriate tone to express the author’s meaning” and “I can use facial expressions and body language to match the expression in my voice.” Students may have advice, but generally this should have been read well.
- Invite students to highlight those criteria. Remind them of the other criteria highlighted on Week 1, Day 1, and remind students that they also need to continue to consider these criteria.
- Invite students to pair up with someone in the group to practice reading their excerpt, following the criteria.

- Invite students to help each other self-assess on all of the highlighted criteria using a different color from the ones used earlier in the week.
- 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 Target

Days 2 and 4

- I can answer questions to show understanding of a text, using details from the text in my answers. (RI.3.1)
- I can determine the main idea of a text and explain how key details support the main idea. (RI.3.2)
- I can read and understand a complex text. (RI.3.10)

Teaching Notes

- In this component, students preview a model essay, “Overcoming Writing Challenges,” that they will be working with in depth after the Mid-Unit 3 Assessment in the module lessons. The activities are designed to deepen students’ understanding of the relationship among the ideas within the model, particularly the introductory and concluding paragraphs, building a foundation for the deeper analysis that will take place in the module lessons. This activity focuses on the introductory paragraph of the essay.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together because they work on the same Teacher-Guided Student Activity Card. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Provide time for students to discuss the sentences in their home language with a student who shares their home language. For lighter support, invite students to reread each paragraph and paraphrase the main idea without the structure of the card. Encourage them to use the main idea sentence in each paragraph as a frame to verbally discuss their reading challenges.
- **In advance:**
 - Post Poster Walk posters 1, 4, and 5, and the 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 and one to display)
- ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- “Overcoming Writing Challenges” (from Week 1, Day 1: Additional Work with Complex Text; one per student)
- Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student in ■ and ●◆ groups)
- Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ▲ Chart paper (optional; one piece)
- ▲ **Day 4 Only:** Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (differentiated; one per student in ▲ group)

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 twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Review the Daily Learning Targets and discuss their meaning.
- Invite students to retrieve “**Overcoming Writing Challenges**” and 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.
- Briefly review the answers to the Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card using **Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Explain that students will be continuing to work with the essay throughout the week. Today they will look more closely at the first paragraph.
- Read the first paragraph of “Overcoming Writing Challenges” out loud as students read along silently.
- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Read the directions on the card for Day 2 and support students as they work through the Day 2 activities. The Student Activity Cards are differentiated so that teachers can provide step-by-step support for struggling readers.
- Review and discuss student responses using **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)**.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card and walk through the Day 3 task, providing models where helpful.

▲ **Day 2: Small Group Instruction (20 minutes)**

- Students in this group do not need a Teacher-Guided Student Activity Card. Review the Daily Learning Targets and discuss their meaning.
- Invite students to retrieve “Overcoming Writing Challenges” and 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.
- Briefly review the answers to the Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card using Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- 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.
 - Read Paragraph 1 of “Overcoming Writing Challenges” out loud as students read along silently.

– Ask:

“What is the gist of Paragraph 1? What is Paragraph 1 mostly about? What, in the sentence, makes you think so? Think about the words you studied on Day 1.” (Writing is important, so the writer is focusing on two of his or her writing challenges; the writer also has promised to use some strategies to help address the challenges. Look for students to point out language such as identified, contract, strategies, and overcome.)

– Encourage extended conversation about this sentence, which expresses the main idea of Paragraph 1: “In this writing contract, I have identified two of my most significant writing challenges and some strategies I will use to overcome those challenges.” Invite students to discuss the meaning of the phrases and clauses, and how the sentence contributes to the main idea of Paragraph 1. Monitor and guide student conversation with questions such as:

“Place your finger on the phrase In this writing contract. What is in a writing contract, and where is this writing contract?” (an explanation of writing challenges and a promise to use strategies to help with the challenges; The contract is “Overcoming Writing Challenges” and the challenges, strategies, and promises within.)

“Place your finger on the clause I have identified two of my most significant writing challenges. Say the clause in your own words.” (I have figured out my two biggest writing challenges.)

“Place your finger on the clause and some strategies I will use to overcome those challenges. Say the clause in your own words. (and some ways to work on those challenges)

“Now how would you say this sentence in your own words?” (I’ve got several writing challenges, and here I promise to work on two with the help of strategies.)

“How does your understanding of the gist of this sentence change your understanding of the main idea of Paragraph 1? What do you think the author wants you to remember most about this paragraph?” (Responses will vary, but could include that the author has chosen to focus on two writing challenges and strategies to overcome those challenges.)

– If productive, cue students to clarify the conversation by confirming what they mean:

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

– Point out that this sentence contains the main idea of Paragraph 1. This is the sentence that students should remember most from Paragraph 1 as they work with the essay this week.

– If time permits, repeat a similar process to find the main idea sentences of the remaining paragraphs.

- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card and walk through the Day 3 task, providing models where helpful.

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

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

- When working with the ▲ group, distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**, as students were not given a Teacher-Guided Student Activity Card in the previous teacher-guided lesson for this component.
- Review the Daily Learning Targets and discuss their meaning.
- Invite students to retrieve **“Overcoming Writing Challenges”** and 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.
- Focus students on and read the last paragraph of “Overcoming Writing Challenges” out loud as students read along silently.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Read the directions on the card for Day 4 and support students as they work through the activities for Day 4. The Student Activity Cards are differentiated so that teachers can provide step-by-step support for struggling readers.
- End the session by reading “Overcoming Writing Challenges” in its entirety. Discuss the following questions as a group:
 - “How are the first and last paragraphs of the essay related?” (Both tell the main idea of the essay.)*
 - “What is the connection between Paragraphs 2 and 3 and the first paragraph?” (Each body paragraph tells more about one of the challenges introduced in the first paragraph.)*
 - “What is the connection between the last paragraph and Paragraphs 2 and 3?” (The last paragraph reminds the reader about the two challenges that are described in Paragraphs 2 and 3.)*
- Give students specific, positive praise on working to understand a complex text. Explain that they will soon be using the essay as a model for their own writing in the module lessons.