



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

- Day 1: I can write fluently for 5 minutes. (W.3.2, W.3.4, W.3.10)
- Day 3: I can write fluently for 10 minutes. (W.3.2, W.3.4, W.3.10)

Teaching Notes

- On Day 1, students review what it means to write fluently. Then they review the different types of writing they have discussed throughout the module lessons: writing a sentence, a short response, and a paragraph. They choose a topic of their choice or respond to a prompt, writing continuously for 5 minutes.
- On Day 3, students discuss strategies to use when they are not sure what to write about. Then students choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.
- **Differentiation:**
 - For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing.
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they may have similar needs in terms of pacing and the number of prompts presented.
 - ▲ 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, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider inviting students to orally respond to the prompt in their home language with a partner who shares their home language before writing their response, or providing sentence frames such as: “One learning challenge some people face is . . . This means . . .”
- **In advance:**
 - Post Poster Walk posters 2, 3, 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 Writing Practice poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, Week 2: Word Study and Vocabulary: 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)
- ✓ Units 1–2 module texts (from Units 1–2 module lessons; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ **Day 3 Only:** Ways to Write Continuously anchor chart (begun in Unit 2, Week 2, Day 2: Writing Practice)
- ✓ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Day 1: 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 Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk posters 2, 3, 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 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: 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 (19 minutes, repeated three times)

- Invite students to retrieve their **Units 1–2 module texts** and read them to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning targets. Point out to students that this week, they will be focusing on writing fluently.
- Direct students’ attention to the definition of *writing fluency* at the top of their activity cards: to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose. If necessary, review any terms in this definition.
- Using a total participation technique, invite responses from the group:

“Based on our work in Units 1 and 2, how we can respond to a question or prompt in writing?” (We can write a sentence, a short response, or a paragraph.)
- Direct students’ attention to the Types of Written Responses on their activity cards.
- Review the differences between each type of response, pointing out that short responses are usually shorter than paragraphs and don’t need to be in any particular order as long as they answer each part of the question they are answering.

- Direct students' attention to the writing prompts on the activity card and chorally read them aloud. Repeat a similar instructional sequence to the one below for each prompt:
 1. Repeat and rephrase the prompt.
 2. If necessary, select a piece of unfamiliar language in the prompt (e.g., *geography of, explain how, access*). Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
 3. Model selecting the prompt and thinking about how to respond to the prompt.
 4. Invite students to select a prompt to respond to.
 5. Ask students to tell an elbow partner, in their own words, what they will write.
- ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- ▲ For heavier support, provide sentence frames and pictures that will help students discuss what they will write. (Example: "The geography of my expert group's country is ____.")
- Point out that the first two prompts have to do with the learning challenges people face around the world. Remind students that this is the focus of the module. Point to the second prompt:

"Describe some learning challenges people face around the world."
- Tell students that this could mean writing about the learning challenges that they learned about in Unit 2, or about some of the specific reading challenges they have discussed so far in Unit 3.
- Give students 5 minutes to respond to the prompt. Tell them they should try to write for the entire 5 minutes, and that they can refer to their Units 1–2 module texts as they write.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:

"What were your challenges as you wrote today?"

"What were your successes?"
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:

Conversation Cue: "Who can repeat what your classmate said?" (Responses will vary.)
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student responses to identify common issues to use as teaching points on Day 3.

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

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk posters 2, 3, 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 2: Independent Reading: Student Task Card and the Unit 3, Week 2: Word Study and Vocabulary: 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 **Units 1–2 module texts** and read them to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target for today. Remind students that this week they are focusing on writing fluently, and today they will be writing for longer than they did on Day 1.
- Discuss with students what they can do when they get stuck and do not know what to write. As students share out, capture their responses on the **Ways to Write Continuously anchor chart**. For example:
 - Note some possible ideas and choose the one you know the most about.
 - Talk to an elbow partner to find out what he or she is writing.
 - Look through your texts to see if they give you any ideas.
 - Ask the teacher for help.
- Direct students’ attention to the writing prompts on the activity card and chorally read them aloud. Repeat a similar instructional sequence to the one below for each prompt:
 - ■ ▲ Consider choosing only one or two of the prompts for students to focus on.
 - Repeat and rephrase the prompt.
 - If necessary, select a piece of unfamiliar language in the prompt (e.g., *geography of, explain how, access*). Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
 - Model selecting the prompt and thinking about how to respond to the prompt.
 - Invite students to select a prompt to respond to.
 - Ask students to tell an elbow partner, in their own words, what they will write.
 - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
 - ▲ For heavier support, provide sentence frames and pictures that will help students discuss what they will write. (Example: “The geography of my expert group’s country is ____.”)
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they can refer to their Units 1–2 module texts and the Ways to Write Continuously anchor chart as they write.
 - ◆ If students finish quickly, they can choose to respond to another prompt, or they can revise their own or another’s writing for spelling, punctuation, and grammar.

Additional Language and Literacy Block

- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
 - “What were your challenges as you wrote today?”*
 - “What were your successes?”*
- 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.)
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the suffix *-ies*. (RF.3.3a, L.3.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the prefix *over-*. (RF.3.3a, L.3.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (■●◆) or a Vocabulary Grid (▲) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills program.
 - ▲ 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. Pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix. Encourage them to say the word and structure in their own sentences. (Example: “I use strategies for overcoming ____.”)
- **In advance:**
 - Post Poster Walk posters 2, 3, 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 Word Study and Vocabulary 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 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (from Week 2, 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)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Vocabulary log (from Unit 1, Lesson 5 module lesson; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Unit 1, Lesson 6 module lesson)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one for display)

Days 2 and 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 Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk posters 2, 3, 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 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- 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.

■ ● ◆ Days 2 and 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 their **vocabulary logs** and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student**

Activity Card.

- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Unit 1 of the module lessons.
- Invite students to complete their Vocabulary Square.
- Because this is still quite new, work step-by-step with students to complete the Vocabulary Square using a model where necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ Day 2: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their vocabulary logs and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.
- 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. Chorally 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.
 - Tell students they will focus on a word in a sentence from the End of Unit 3 Assessment, Part II prompt that talks about the reading contract they are writing in the module lessons.
 - Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.

- Encourage extended conversation about the sentence among students. Monitor and guide conversation with questions such as:

“What is the gist of this sentence? What, in the sentence, makes you think so? I’ll give you a minute to think and write or sketch on your activity card.”

- Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary.)

“There is a word in this sentence that you might not know: strategies. Place your finger on the word strategies.”

- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you. Invite students to represent the pronunciation of the word in a way that is helpful to them on the grid on their activity card.

“What is the translation of strategies in our home languages? I’ll give you a minute to think, use your dictionary, and write on the grid on your activity card.”

- Students can use their dictionary to find translations and cognates—words with same origin—in their home language. Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*stratégia* in Slovak)

“Place your finger on the suffix -ies. What is the meaning of the suffix? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on the second page of your activity card.”

- Invite students to write the affix and its meaning on the grid. Call on a different student and write his or her ideas on the board or on chart paper. (It means a noun is plural; there is more than one person, place, or thing.)

“What is the meaning of the root strategy? I’ll give you a minute to think and write your ideas on the grid.”

- Invite students to write the root and its meaning on the grid. Call on a different student and write his or her ideas on the board or on the chart paper. (A strategy is a careful plan to improve learning or increase ability.)

“So, what is the meaning of strategies? I’ll give you a minute to think, sketch, and write on the grid on your activity card.”

- Invite students to sketch a visual representation of the word on the grid of their activity card to help them remember the meaning. Invite them to write a definition in their own words. Call on a different student and write his or her ideas on the board or on the chart paper. (Strategies are two or more careful plans to improve learning or increase ability.)

“Place your finger on the -gy in the root strategy. What happens to a word ending in a consonant + -y when we make it plural with the suffix -ies? How is this different from just using -s to make plurals on other words? I’ll give you a minute to think and write.” (The -y changes to -i. We change the -y to -i and add -es. For words ending in a consonant or a vowel + -y, we just add -s to make the plural—e.g., words, boys.)

- Point to the sentence on the board or on chart paper and read it aloud again, and invite students to point to the sentence on their activity card and read along silently in their heads. Ask:

“You have described two things in your reading contract. What are they? I’ll give you a minute to think and write on your activity card.”

- Call on one or two students and write their ideas on the board or on chart paper. (reading challenges and strategies)

“What, in the sentence, makes you think so?”

- Call on a student to provide evidence. Write the student’s explanation on the board or on chart paper. (The sentence says the contract describes ____; reading challenges and strategies are the things that follow the word *describing*.)

“Place your finger on the word and. Why does the writer use the word and? I’ll give you a minute to think and write on your activity card.”

- Call on a different student and write his or her ideas on the board or on the chart paper. (*and* joins the two things that the writer is describing in the reading contract: reading challenges and strategies.)

“Now what do you think is the gist of this sentence? I’ll give you a minute to think and write on your activity card.”

- Call on a student and write his or her ideas on the board or on the chart paper. (Responses will vary.)

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

Conversation Cue: “So, do you mean . . . ?” (Confirm the correct answer: I’ve completed a contract that explains what’s difficult for me when I read and the plan I have to become a better reader.)

“How does your understanding of the word strategies add to your understanding of this sentence? I’ll give you a minute to think and write on your activity card.”

- Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary.)

- 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.)

“We will continue to work with this sentence and this word this week. Do you have any questions?”

- Give students a minute to think. Call on student volunteers and write their questions on the board or on chart paper. (Responses will vary.)

- Invite students to get to know the word *strategies* better. Review how to complete the Vocabulary Grid.

- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card** and walk through the Day 3 tasks, providing models where helpful.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

▲ Day 4: Small Group Instruction (20 minutes, once only)

- Invite students to retrieve their vocabulary logs and read the words and definitions they added on Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card.
- 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. Chorally 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.
 - Tell students they will focus on a different word from the same sentence from the End of Unit 3 Assessment, Part II prompt that they discussed on Day 2. The sentence talks about the reading contract they are writing in the module lessons.
 - Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
 - Encourage extended conversation about the sentence:
 - ***“What sentences did you say and write on Day 2 using this sentence structure and the word strategies? I’ll give you a minute to remember.”***
 - Call on one or two students and write their sentences on the board or on chart paper. (Responses will vary. For heavier support, consider prompting with “I have written a reading contract describing ____ and ____.”)
 - ***“Can anyone add on to one of these sentences or the original sentence? Consider adding an adjective or an adverb or an introductory phrase. I’ll give you a minute to think and write on your activity card.”***
 - Call on a student to share and add his or her language to the sentences. (Responses will vary; for heavier support, consider prompting with adjectives such as *helpful*, adverbs such as *just*, and introductory phrases such as *During this unit*, and asking questions such as *When will you overcome the challenges?*)
 - ***“Are these sentences correct? Is there anything you want to change?”***
 - Call on student volunteers to make corrections and write the corrections on the sentences on the board or on chart paper. (Responses will vary.)
 - ***“There is another word in this sentence that you might not know: overcoming. Place your finger on the word overcoming.”***

- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you. Invite students to represent the pronunciation of the word in a way that is helpful to them on the grid on the second page of their activity card.

“What is the translation of overcoming in our home languages? I’ll give you a minute to think, use your dictionary, and write on the grid on your activity card.”

- Students can use their dictionary to find translations and cognates—word with same origin—in their home language. Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*Kèfú* in Chinese)

“Place your finger on the prefix over-. What is the meaning of the prefix? I’ll give you a minute to think, use your Affix List, and write your ideas on the grid on the second page of your activity card.”

- Invite students to write the affix and its meaning on the grid. Call on a different student and write his or her ideas on the board or on the chart paper. (*Over-* in this sense means completely.)

“What is the meaning of the root + -ing suffix in coming? I’ll give you a minute to think and write your ideas on the grid.”

- Invite students to write the root and its meaning on the grid. Call on a different student and write his or her ideas on the board or on the chart paper. Confirm the correct answer: (*Coming* in this sense means changing from one state of being to another.)

“So, what is the meaning of overcoming? I’ll give you a minute to think, sketch, and write on the grid on your activity card.”

- Invite students to sketch a visual representation of the word on the grid of their activity card to help them remember the meaning. Invite them to write a definition in their own words. Call on a different student and write his or her ideas on the board or on the chart paper. Confirm the correct answer. (*Overcoming* means completely changing from one state of being to another; succeeding in a challenge; solving a problem; changing from a good reader to a great reader.)

- Point to the sentence on the board or on chart paper and read it aloud again, and invite students to point to the sentence on their activity card and read along silently in their heads. Ask:

“Place your finger on them. Why does the writer write overcoming them? What does them refer to? I’ll give you a minute to think, then draw an arrow from them to the word it refers to.”

- Call on one or two students and write their ideas on the board or on chart paper. (*Them* refers to challenges.)

“What, in the sentence, makes you think so?”

- Call on a student to provide evidence. Write the student’s explanation on the board or on the chart paper. (The sentence is talking about reading challenges, and it makes sense to overcome challenges. It doesn’t make sense to overcome strategies. You overcome something bad, not good.)

“So, what kind of strategies have you written about in your reading contract? I’ll give you a minute to think and write on your activity card.”

- Call on one or two students and write their ideas on the board or on chart paper. (strategies for solving problems with reading)

“What, in the sentence, makes you think so?”

- Call on a different student to provide evidence. Write the student’s explanation on the board or on the chart paper. (The sentence says *strategies for overcoming reading challenges*.)

“What are some strategies you might use for overcoming reading challenges? I’ll give you a minute to think and write or sketch on your activity card.”

- Call on one or two students and write their ideas on the board or on the chart paper. (Responses will vary.)

“Turn to a different partner and say how you might use these strategies.”

- Give students 1 minute, then call on one or two students and write their ideas on the board or on the chart paper. (Responses will vary.)

“How does your understanding of the word *overcoming* add to your understanding of this sentence? I’ll give you a minute to think and take notes on your activity card.”

- Call on one or two students and write their ideas on the board or on the chart paper. (Responses will vary.)
- 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.)

“Do you have any questions about this sentence and this word? I’ll give you a minute to think.”

- Call on volunteers and write their questions on the board or on the chart paper. (Responses will vary.)
 - Invite students to get to know the word *overcoming* better. Review with students how to complete the Vocabulary Grid.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.