

Grade 3: Module 1: Unit 3

Additional Language and Literacy Block

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(Each lesson contains the following embedded elements: Daily Learning Target, Teaching Notes, Materials, Whole Class Instruction, Small Group Instruction.)

The Additional Language and Literacy (ALL) Block is 1 hour of instruction per day. It is designed to work in concert with and in addition to the 1-hour Grades 3–5 ELA “module lessons.” Taken together, these 2 hours of instruction comprehensively address all the Common Core State Standards for English Language Arts. The ALL Block is divided into five components: Additional Work with Complex Text; Reading and Speaking Fluency/GUM (Grammar, Usage, and Mechanics); Writing Practice; Word Study and Vocabulary; and Independent Reading.

The ALL Block for each unit contains the following:

- **Unit Overview** outlining the instruction and activities that will take place in each component of the Additional Language and Literacy time in a given unit. It also contains suggested grouping for each component.
- **Sample Calendar** suggesting when to begin an ALL Block unit and when to take flex days to support alignment between the ALL Block and the module lessons.
- **Teacher and student materials for each component, organized in the order they will be used, including:**
 - **Teacher Guides:** Each guide contains two 20-minute blocks of teacher-guided instruction for a component, differentiated for different levels, including English language learners (ELLs).
 - **Teacher-Guided Student Activity Cards:** Students complete these activity cards with teacher support during the 20-minute teacher-guided instruction. Cards are differentiated.
 - **Student Task Cards:** Each task card contains two days of tasks for a component. Students complete these task cards independently. Task cards are not differentiated, to enable students to provide peer support and coaching.
 - **Additional Printed Materials:** These may include game pieces or texts students will need either during teacher-guided instruction or when working independently.

Key for ALL materials (for teacher reference only; students do not need to know what these symbols mean):

- = Below grade level
- = On grade level
- ◆ = Above grade level
- ▲ = English language learners

ALL 3M1 UNIT 3 OVERVIEW


Reading and Speaking Fluency/GUM
 RF.3.4, L.3.4b

- Students are allocated a fluency passage for the week. They self-assess their fluency and practice reading the passage with a focus on volume, pace, tone, and expression.
- *ELLs participate in a Language Dive and learn how understanding the meaning of a text affects reading fluency. They self-assess their fluency, set goals, and practice reading their fluency passage.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■◆, group 3 ● (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Additional Work with Complex Text
 RI.3.1, RI.3.2, RI.3.4,
 RI.3.8, RI.3.10

- Students reread a model essay from the module lessons to identify the main idea and details in the text to support the main idea.
- *ELLs participate in a Language Dive to better understand the meaning of the text.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Independent Reading
 RL.3.10, RI.3.2, RI.3.10,
 SL.3.1

- All students read both research texts (related to the topic of learning challenges) and free choice texts (on any topic of their interest).
- They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*


Writing Practice
 W.3.2, W.3.4, W.3.10

- Students respond to prompts to build writing fluency. They discuss and practice strategies for ways to write continuously.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Word Study and Vocabulary
 RI.3.4, RF.3.3a, L.3.4b,
 L.3.6

- Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context.
- *ELLs participate in a Language Dive to discuss two words and their affixes in the context of sentences from the complex text of the module lessons. They use a Vocabulary Grid to analyze the words and then practice using the words in context.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 3M1 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 3 ALL Block: Week 1, Day 1 <i>**Note: This ALL Block lesson assumes students have already read the fluency text, an excerpt of More Than Anything Else, which happens in Unit 3, Lesson 2 of the module lessons.</i>	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment. Learning Target: I can evaluate my own fluency strengths. (RF.3.4, L.3.3b) <i>ELLs complete a Language Dive to understand the meaning of the text. They use a fluency checklist for self-assessment. See the Unit 3, Week 1: Reading and Speaking Fluency/GUM Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Fluency Self-Assessment Checklist 	Additional Work with Complex Text Overview: All students read a model essay on overcoming challenges in writing and determine the meaning of key academic vocabulary words in preparation for working closely to understand and analyze the essay throughout the week. Learning Targets: I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.3.4, L.3.4) I can read and understand a complex text. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Student Task Card "Overcoming Writing Challenges" 	Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 1: Independent Reading: Student Task Card

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ALL 3M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, students work in differentiated groups to closely read the model essay, focusing on identifying the main idea and supporting details of the first paragraph of the text. Learning Targets: 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) <i>Using a Language Dive, ELLs focus on the main idea of the first paragraph of the essay. See the Unit 3, Week 1: Additional Work with Complex Text Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (●◆),(■) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice reading their fluency passage to themselves and to partners. They then help each other self-assess their performances using the fluency checklist. Learning Target: I can help my partner self-assess his or her reading fluency. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 3M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 5 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn how to consider pace, volume, tone, and expression. They then apply this skill to read their fluency passage fluently. Learning Target: I can read a text aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students follow a task card to sort details from the model into focused paragraphs in order to show an understanding of the connection between the sentences in each body paragraph of the text. Learning Targets: I can describe the connection between the sentences in a paragraph. (RI.3.8) I can read and understand a complex text. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> “Overcoming Writing Challenges” Details 	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students work in differentiated groups to identify the main idea of the concluding paragraph in the model essay and explain how paragraphs work together to support the focus of the essay. Learning Targets: 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) <i>Teacher-Guided Student Activity Cards are differentiated with one specifically designed for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (▲) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. Learning Target: I can read a passage aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 3M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 8 ALL Block: Week 2, Day 1	<p>Writing Practice</p> <p>Overview: With teacher guidance, students review what it means to write fluently. They review the different types of writing they have discussed from the module lessons: writing a sentence, a short response, and a paragraph. Students begin to build up stamina in writing fluency. They choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 5 minutes.</p> <p>Learning Target: I can write fluently for 5 minutes. (W.3.2, W.3.4, W.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Writing Practice: Teacher Guide Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card 	<p>Word Study and Vocabulary</p> <p>Overview: Students analyze academic vocabulary from their End of Unit 3 Assessment, Part II prompt in their vocabulary logs.</p> <p>Learning Target: I can analyze and record new vocabulary in my vocabulary log. (RI.3.4, L.3.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10, RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Independent Reading: Student Task Card

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ALL 3M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>strategies</i> , with a focus on the affix <i>-ies</i> . 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. Learning Target: I can analyze the meaning of an academic vocabulary word with the suffix -ies. (RF.3.3a, L.3.4b) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word strategies, with a focus on the affix -ies. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■), (●◆) 	Writing Practice Overview: Students write fluently in response to a prompt. Learning Target: I can write fluently for 10 minutes. (W.3.2, W.3.4, W.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Writing Practice: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.3.10, RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 3M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, students revisit what it means to write fluently. They discuss strategies to use when they are not sure what to write about. Students continue to build up stamina in writing fluency. They choose a topic that is either one of their choice or one from several prompts related to the module as they write continuously for 10 minutes. Learning Target: I can write fluently for 10 minutes. (W.3.2, W.3.4, W.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word <i>analyzed</i> in context. Learning Target: I can use an academic vocabulary word in context. (L.3.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10, RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 11 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>overcome</i> , with a focus on the prefix <i>over-</i> . 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. Learning Target: I can analyze the meaning of an academic word with the prefix over- (RF.3.3a, L.3.4b) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the frequently used academic word overcoming, with a focus on the affix over-. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Writing Practice Overview: Students write fluently in response to a prompt. Learning Target: I can write fluently for 10 minutes. (W.3.2, W.3.4, W.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.3.10, RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 3M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 14	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



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.

Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b,c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a,b	I can read at a speed that is appropriate for the piece.					
RF.4a,b	I can read smoothly without many breaks.					
RF.4a,b	I can read groups of related words and phrases together.					
RF.4a,b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					

**Additional Work with Complex Text****Unit 3, Week 1: Student Task Card****Name:** _____ **Date:** _____**Daily Learning Target****Day 1:**

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.3.4, L.3.4)
- I can read and understand a complex text. (RI.3.10)

Day 3:

- I can describe the connection between the sentences in a paragraph. (RI.3.8)
- I can read and understand a complex text. (RI.3.10)

Student Materials**Day 1:**

- ☒ "Overcoming Writing Challenges"
- ☒ Online or paper translation dictionary (optional)

Day 3:

- ☒ Scissors
- ☒ "Overcoming Writing Challenges"
- ☒ "Overcoming Writing Challenges" Details

Directions:**Day 1**

Follow the ALL Independent Group Work protocol to complete the task.

1. Find a partner.
2. Read the essay "Overcoming Writing Challenges" together.
3. Discuss the answer to this question: What is the gist of this essay? (The gist is what it is mostly about.)

4. Answer these questions. Underline the best answer to each question:

1. **Communicate** means to exchange ideas or information. What does **communication** mean?
 - A. remembering messages, ideas, or information
 - B. sharing messages, ideas, or information
2. What does **contract** mean in this essay?
 - A. a document that says you agree to do something
 - B. to make smaller; shrink
3. What does **identify** mean in this essay?
 - A. to figure out what something is
 - B. to feel like you are in the position or situation of another
4. What does **significant** mean in this essay?
 - A. important
 - B. easy
5. What does **strategy** mean in this essay?
 - A. planning the movement of soldiers during a war
 - B. a plan of action to reach a goal

MORE CHALLENGE: Write sentences using the words in bold on the back of this task card.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Find a partner.
2. Find: "Overcoming Writing Challenges" Details.
3. Read the **details** on page 1 of "Overcoming Writing Challenges" Details. Cut them into strips.
4. Read the two **main ideas** on page 2 of "Overcoming Writing Challenges" Details.
5. Read the details strips and match them with the main ideas on page 2 of "Overcoming Writing Challenges" Details.
6. Share your work with another pair.
7. Check your work by rereading the "Overcoming Writing Challenges" essay.



Additional Work with Complex Text



Unit 3, Week 1: Student Task Card (Answers for Teacher Reference)

Name: _____ **Date:** _____



Daily Learning Target

Day 1:

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.3.4, L.3.4)
- I can read and understand a complex text. (RI.3.10)

Day 3:

- I can describe the connection between the sentences in a paragraph. (RI.3.8)
- I can read and understand a complex text. (RI.3.10)

Student Materials

Day 1:

- ☒ "Overcoming Writing Challenges"
- ☒ Online or paper translation dictionary (optional)

Day 3:

- ☒ Scissors
- ☒ "Overcoming Writing Challenges"
- ☒ "Overcoming Writing Challenges" Details

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.

1. Find a partner.
2. Read the essay "Overcoming Writing Challenges" together.
3. Discuss the answer to this question: What is the gist of this essay? (The gist is what it is mostly about.)

4. Answer these questions. Underline the best answer to each question:

1. **Communicate** means to exchange ideas or information. What does **communication** mean?
A. remembering messages, ideas, or information
B. sharing messages, ideas, or information
2. What does **contract** mean in this essay?
A. a document that says you agree to do something
B. to make smaller; shrink
3. What does **identify** mean in this essay?
A. to figure out what something is
B. to feel like you are in the position or situation of another
4. What does **significant** mean in this essay?
A. important
B. easy
5. What does **strategy** mean in this essay?
A. planning the movement of soldiers during a war
B. a plan of action to reach a goal

MORE CHALLENGE: Write sentences using the words in bold on the back of this task card.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Find a partner.
2. Find: "Overcoming Writing Challenges" Details.
3. Read the **details** on page 1 of "Overcoming Writing Challenges" Details. Cut them into strips.
4. Read the two **main ideas** on page 2 of "Overcoming Writing Challenges" Details.
5. Read the details strips and match them with the main ideas on page 2 of "Overcoming Writing Challenges" Details.
6. Share your work with another pair.

7. Check your work by rereading the "Overcoming Writing Challenges" essay.



Additional Work with Complex Text



Unit 3, Week 1, Day 1: "Overcoming Writing Challenges"

This essay was written by a student to set writing goals.

"Overcoming Writing Challenges"

Writing is an important skill because we use it to **communicate** with others. For example, we write letters, texts, and emails to talk about and share news with people all over the world, and we write to communicate research and learning. Writing can be challenging because there are so many spelling, punctuation, and grammar rules to remember. In this writing **contract**, I have **identified** two of my most **significant** writing challenges, and some **strategies** I will use to overcome those challenges. This year, I am going to focus on making sure my sentences make sense and punctuating dialogue.

The most significant challenge I have when writing is that sometimes my sentences don't make sense. This can make it difficult for the reader to understand what I am trying to explain. Something I will do to work on this challenge is to read my sentences aloud before and after writing them, so that I can hear what they sound like. When appropriate, I will also ask a peer to read my sentences aloud for me, because sometimes it can be easier to hear mistakes when they are read by someone else. Reading and hearing my sentences read aloud will help me figure out whether or not they make sense.

Another significant challenge I have is punctuating dialogue. I can never remember whether other punctuation—for example, a question mark or an exclamation mark—goes inside or outside the quotation marks. To work on this, I will refer to models in published texts when writing, so that I can follow their example. I will also ask peers to specifically focus on checking how I have punctuated dialogue when reading for peer critiques. These strategies will help me improve my punctuation.

Writing can be challenging, but it is an important skill for **communication**. I am going to become a better writer by working to make sure my sentences make sense and my punctuation is correct. This will help me in school and when I have to write emails and notes for my family at home. I will work hard at writing because I have many things I want to communicate with others!



Additional Work with Complex Text



Unit 3, Week 1, Day 3: "Overcoming Writing Challenges" Details

Directions:

Copy pages 1 and 2 on separate pieces of paper so students can cut the strips on page 1.

"Overcoming Writing Challenges" Details, Page 1

It's difficult for the reader to understand what I am trying to explain.

I can never remember whether other punctuation goes inside or outside the quotation marks.

I will ask a peer to read my sentences aloud for me so I'll know if they make sense.

I read my sentences aloud so I can hear what they sound like.

I ask peers to specifically focus on checking how I have punctuated dialogue.

I refer to models in published texts so that I can follow their example.

"Overcoming Writing Challenges" Details, Page 2

Main Idea of Paragraph 2 of "Overcoming Writing Challenges":

The most significant challenge I have when writing is that sometimes my sentences don't make sense.

Place details that support this idea in this box.

Main Idea of Paragraph 3 of "Overcoming Writing Challenges":

Another significant challenge I have is punctuating dialogue.

Place details that support this idea in this box.

"Overcoming Writing Challenges" Details, Page 2

(Answers for Teacher Reference)

Main Idea of Paragraph 2 of "Overcoming Writing Challenges":

The most significant challenge I have when writing is that sometimes my sentences don't make sense.

Place details that support this idea in this box.

It's difficult for the reader to understand what I am trying to explain.

I read my sentences aloud so I can hear what they sound like.

I will ask a peer to read my sentences aloud for me so I'll know if they make sense.

Main Idea of Paragraph 3 of "Overcoming Writing Challenges":

Another significant challenge I have is punctuating dialogue.

Place details that support this idea in this box.

I can never remember whether other punctuation goes inside or outside the quotation marks.

I ask peers to specifically focus on checking how I have punctuated dialogue.

I refer to models in published texts so that I can follow their example.



Independent Reading



Unit 3, Week 1: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.3.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.3.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1)

Student Materials

Days 1–3:

- ☒ Research reading text
- ☒ Independent reading journal
- ☒ Vocabulary log

Day 4:

- ☒ Research reading text
- ☒ Vocabulary log

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your independent research reading text for 10 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical words at the back.

Day 3

Your teacher will act as timekeeper and facilitator for this task card.

1. Read your research reading text independently for 5 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
4. Respond to this prompt in your independent reading journal: How does your reading connect to your work in the module lessons?

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - a. One thing you have learned from your research reading text
 - b. Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - a. Pass your research reading text around.
 - b. Share one thing that you have learned. ("I have learned _____.")
 - c. Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are _____ and _____. They mean _____.")

Group: Listen and think about what else you would like to know about this person's text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
 - a. Continue to read your free choice reading text.
 - b. Try out a new text.



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.



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card (■)

Name: _____ **Date:** _____



Daily Learning Targets

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)

Student Materials

Days 2 and 4:

- ☒ "Overcoming Writing Challenges"

Directions:

Day 2

Your teacher will guide you through the activities on this card.

1. In your text, find the sentence "Writing is an important skill because we use it to **communicate** with others."
 - a. Underline the part of the sentence above that explains why writing is an important skill.
2. Read each part of the sentence below. Then say it in your own words. Use the glossary below to help you.

In this writing **contract**,
I have **identified** two of my most **significant** writing challenges
and some **strategies** I will use to overcome those challenges.

Glossary*

contract: a piece of paper or document that shows an agreement

identify: to figure out what something is

significant: important

strategy: a plan of actions used to reach a goal

3. In your text, find the sentence "This year, I am going to focus on making sure my sentences make sense and punctuating dialogue."
 - a. Circle two things the author is going to focus on.
 4. Discuss this question with your group: What is the main idea of this paragraph?
-

Day 4

Your teacher will guide you through the activities on this card.

1. In your text, find the sentence "Writing can be challenging, but it is an important skill for **communication**."
 - a. Underline the part of the sentence that explains why writing is an important skill.
2. Read each part of the sentence below. Then answer the question below.
I am going to become a better writer
by working to make sure my sentences make sense
and my punctuation is correct.

What two things will the author do to become a better writer?

1. _____
2. _____
3. In your text, find the sentence "This will help me in school and when I have to write emails and notes for my family at home."
 - a. When does the author say he or she will use these new skills? Circle three examples.
4. Discuss this question with your group: What is the main idea of this paragraph?



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card (●◆)

Name: _____ **Date:** _____



Daily Learning Targets

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)

Student Materials

Days 2 and 4:

- ☒ "Overcoming Writing Challenges"

Directions:

Day 2

Your teacher will guide you through the activities on this card.

Reread the first paragraph of "Overcoming Writing Challenges" and answer these questions:

1. According to the author, why is writing an important skill?

2. In the text, underline the sentence that explains why writing can be challenging.

3. Circle two things the author is going to focus on.
4. Turn and talk to a partner. What is the main idea of this paragraph?

MORE CHALLENGE: Discuss with a partner: Which sentence do you think is the most important sentence in the paragraph? Why do you think so?

Day 4

Your teacher will guide you through the activities on this card.

1. According to the author, why is writing an important skill?

2. Underline the sentence that explains how the author will become a better writer.
3. When does the author say he or she will use these new skills? Circle two examples.
4. Why will the author work hard at writing?

5. Turn and talk to a partner. What is the main idea of this paragraph?

MORE CHALLENGE: Discuss these questions with a partner: Which sentence do you think is the most important sentence in this paragraph? Why do you think so?

.



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Cards (●◆) (Answers for Teacher Reference)



Daily Learning Targets

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)

Student Materials

Days 2 and 4:

- ☒ "Overcoming Writing Challenges"

Directions:

Day 2

Your teacher will guide you through the activities on this card.

Reread the first paragraph of "Overcoming Writing Challenges" and answer these questions:

1. According to the author, why is writing an important skill?
We use it to communicate with others.
2. In the text, underline the sentence that explains why writing can be challenging.
Writing is an important skill because we use it to communicate with others.
3. Circle two things the author is going to focus on.
making sure my sentences make sense
punctuating dialogue
4. Turn and talk to a partner. What is the main idea of this paragraph?
The author has chosen to focus on two writing challenges and strategies to overcome those challenges.

MORE CHALLENGE: Discuss with a partner: Which sentence do you think is the most important sentence in the paragraph? Why do you think so?

Responses will vary.

Day 4

Your teacher will guide you through the activities on this card.

1. According to the author, why is writing an important skill?

It helps you communicate with others.

2. Underline the sentence that explains how the author will become a better writer.

I am going to become a better writer by working to make sure my sentences make sense and my punctuation is correct.

3. When does the author say he or she will use these new skills? Circle two examples.

help me in school

when I have to write emails and notes for my family

4. Why will the author work hard at writing?

Because the author has many things to communicate.

5. Turn and talk to a partner. What is the main idea of this paragraph?

The author is going to become a better writer by focusing on overcoming two challenges.

MORE CHALLENGE: Discuss these questions with a partner: Which sentence do you think is the most important sentence in this paragraph? Why do you think so?

Responses will vary.



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Card (▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 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)

Student Materials

Day 4:

- ☒ "Overcoming Writing Challenges"

Directions:

Day 4

Your teacher will guide you through the activities on this card.

1a. This is the main idea sentence for Paragraph 1. Underline it in your text:

In this writing contract,

I have identified two of my most significant writing challenges.

and some strategies I will use to overcome those challenges.

1b. Complete this main idea sentence frame for Paragraph 1 to discuss your reading challenges:

In this reading contract, I have identified _____

and some strategies I will use to _____.

2a. This is the main idea sentence for Paragraph 2. Underline it in your text:
The most significant challenge I have when writing is that sometimes my sentences don't make sense.

2b. Complete this main idea sentence frame for Paragraph 2 to discuss your reading challenges:
The most significant challenge I have when reading is that sometimes _____.

3a. This is the main idea sentence for Paragraph 3. Underline it in your text:
Another significant challenge I have is punctuating dialogue.

3b. Complete this main idea sentence frame for Paragraph 3 to discuss your reading challenges:
Another significant challenge I have is _____.

4a. This is the main idea sentence for Paragraph 4. Underline it in your text:
I am going to become a better writer by working to make sure my sentences make sense and my punctuation is correct

4b. Complete this main idea sentence frame for Paragraph 4 to discuss your reading challenges:
I am going to become a better reader by _____
_____ and _____.



Reading and Speaking Fluency/GUM



Unit 3, Week 1: : Student Task Cards

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can help my partner self-assess his or her reading fluency. (RF.3.4)
- Day 4: I can read a passage aloud fluently. (RF.3.4)

Student Materials

Day 2:

- ☒ Fluency passage: excerpt from *More Than Anything Else*
- ☒ Fluency Self-Assessment Checklist

Day 4:

- ☒ Fluency Self-Assessment Checklist
- ☒ Fluency passage: excerpt from *Rain School*
or
- ☒ Fluency passage: excerpt from *Nasreen's Secret School*
- ☒ Colored pencils or crayons

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

1. Whisper read the excerpt from *More Than Anything Else* to yourself.
2. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
3. Whisper read the text again.
4. Find a partner who is reading the same passage as you and number yourselves 1 and 2.
5. Read the text aloud together (at the same time).

6. Partner 1 read in a voice like a squeaky mouse.
 7. Partner 2 read in a voice like a king or queen.
 8. Switch.
 9. Help each other self-assess on your checklists. Use a new color on your Fluency Self-Assessment Checklist.
-

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage to yourself: excerpt from *Rain School* or *Nasreen's Secret School*.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
 - a. "I liked how your voice was expressive—it helps me to better understand the meaning of the text."
 - b. "I liked your (serious/happy/frightened/hopeful) tone. It matched what the author was trying to say."
 - c. "The speed of your reading was perfect—especially when _____."
 - d. "I noticed that you _____."
6. Repeat steps 4–5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different **colored pencil** from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



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.

- 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.



Writing Practice



Unit 3, Week 2: Teacher-Guided Student Activity Cards (■●◆▲)

Name: _____ **Date:** _____



Daily Learning Target

- 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)

Student Materials

Days 1 and 3:

- ☒ Units 1–2 module texts

Directions:

Day 1

Writing fluency: 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.

Types of Written Responses:

- Sentence:
 - A group of words that expresses a complete idea
 - Usually must have a subject with a verb
- Short response:
 - Usually two or three complete sentences
 - Answers a question
- Paragraph:
 - Several sentences
 - Develops and conveys a topic
 - Organized to introduce the topic; develop the topic with reasons, evidence, or details; and end with a concluding statement or section
 - Uses linking words or phrases to connect ideas

Using your Units 1–2 module texts, respond to one of the following prompts:

- Write a sentence, short response, or paragraph in response to the prompt you chose. Try to write continuously for the entire 5 minutes.

[illegible]

Writing Prompts

[illegible]



Word Study and Vocabulary



Unit 3, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can analyze and record new vocabulary in my vocabulary log. (RI.3.4, L.3.4)
- Day 3: I can use an academic vocabulary word in context. (L.3.6)

Student Materials

Day 1:

- ☒ End of Unit 3 Assessment, Part II prompt
- ☒ Vocabulary log
- ☒ Dictionary (one per pair)

Directions:

Day 1

Follow the ALL Independent Group Work protocol to complete the task.

1. Pair up with someone.
2. Take out your End of Unit 3 Assessment, Part II prompt.
3. Underline or circle these words on your text: *contract*, *strategies*, *overcome*, *accountable*.
4. Choose one of the words: *contract*, *strategies*, *overcome*, *accountable*.
5. Work together to determine the meaning of the word. You can use a dictionary if needed.
6. Record it in the front of your vocabulary log.
7. Repeat steps 4–6 with another word.

MORE CHALLENGE: If you finish all of the words, write each word in a sentence on the back of this task card.

Day 3

Follow the ALL Independent Group Work protocol to complete the task.

1. Quietly say this word three times: *strategies*.
2. Pair up with someone. Talk with your partner about what the word means.
3. Practice using the word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using the word below. You can write more sentences on the back if you have time:



Independent Reading



Unit 3, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

- Days 1 and 2: I can read my free choice reading text independently for 10 minutes. (RL.3.10, RI.3.10)
- Day 3: I can choose and respond to a prompt about my free choice reading text. (RI.3.10, RL.3.10)
- Day 4: I can listen carefully and ask questions of others about their free choice reading text. (RL.3.10, RI.3.10, SL.3.1)

Student Materials

Days 1 and 2:

- ☒ Free choice reading text
- ☒ Independent reading journal
- ☒ Vocabulary log

Day 3:

- ☒ Free choice reading text
- ☒ Independent reading journal
- ☒ Vocabulary log
- ☒ Independent Reading Prompt Bookmarks (two or three sets per group)

Day 4:

- ☒ Free choice reading text

Directions:

Days 1 and 2

Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

1. Read your free choice reading text independently for 10 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log.

Day 3

You will act as your timekeeper and facilitator for this task card. Sit by a partner. As time permits, share your response with your partner during step 4.

1. Read your research reading text independently for 5 minutes.
2. Record your reading in your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
4. Choose a prompt from the Independent Reading Prompt Bookmarks to respond to. Respond to the prompt in your independent reading journal. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
 - a. Show the group your text.
 - b. Tell your group what your text is about. ("My text is about ____.")
 - c. Tell your group your opinion of the text. Explain why you have that opinion. ("I like/don't like my text because _____.")

Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.
4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
5. Repeat with each person in the group.



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.



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Cards (■)

Name: _____ **Date:** _____



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)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

Directions:

Day 2

Your teacher will guide you through the activities on this card.

You have written a reading contract describing two reading challenges that you face and strategies for overcoming them.

The word is **"strategies."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
			-ies means plural, or more than one

2. Complete the Vocabulary Square for the word **strategies**:

Definition in your own words	Words with the same affix _____ ies _____ ies
Words with the same root	Sketch

Day 4

Your teacher will guide you through the activities on this card.

Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

The word is **"overcome."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
			over- means over, too much or above, completely

2. Complete the Vocabulary Square for the word **overcome**:

<p>Definition in your own words</p>	<p>Words with the same affix</p> <p>Over _____</p> <p>Over _____</p>
<p>Words with the same root (come)</p>	<p>Sketch</p>



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Cards (■) (Answers for Teacher Reference)



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)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

Directions:

Day 2

Your teacher will guide you through the activities on this card.

You have written a reading contract describing two reading challenges that you face and strategies for overcoming them.

The word is **"strategies."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	<i>strategy</i>	<i>-ies</i>	<i>-ies</i> means plural, or more than one

2. Complete the Vocabulary Square for the word **strategies**:

<p>Definition in your own words <i>Responses will vary, but may include:</i> <i>— Plans of action</i></p>	<p>Words with the same affix <i>Responses will vary, but may include:</i> <i>— Parties</i> <i>— Babies</i></p>
<p>Words with the same root <i>Responses will vary. Suggestions include:</i> <i>— Strategize</i> <i>— Strategy</i> <i>— Strategic</i></p>	<p>Sketch <i>Responses will vary. Sketch will show plans (plural) or people making plans.</i></p>

Day 4

Your teacher will guide you through the activities on this card.

Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

The word is **"overcome."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
over	come		over- means over, too much or above, completely

2. Complete the Vocabulary Square for the word **overcome**:

<p>Definition in your own words <i>Responses will vary, but may include:</i> — Succeed in getting over</p>	<p>Words with the same affix <i>Responses will vary, but may include:</i> — Overpower — Overwhelm — Overstay — Overdone — Overheard</p>
<p>Words with the same root (come) <i>Responses will vary. Suggestions include:</i> — Coming</p>	<p>Sketch <i>Responses will vary. Sketch will show something being defeated or overcome.</i></p>



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Cards (●◆)



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)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

Directions:

Day 2

Your teacher will guide you through the activities on this card.

You have written a reading contract describing two reading challenges that you face and strategies for overcoming them.

The word is **"strategies."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix

2. Complete the Vocabulary Square for the word **strategies**:

Definition in your own words	Words with the same affix
Words with the same root	Sketch

3. Use the word in a sentence:

Day 4

Your teacher will guide you through the activities on this card.

Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

The word is **"overcome."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix

2. Complete the Vocabulary Square for the word **overcome**:

Definition in your own words	Words with the same affix
Words with the same root (come)	Sketch

3. Use the word in a sentence:



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Cards (●◆) (Answers for Teacher Reference)



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)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

Directions:

Day 2

Your teacher will guide you through the activities on this card.

You have written a reading contract describing two reading challenges that you face and strategies for overcoming them.

The word is **"strategies."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	<i>strategy</i>	<i>-ies</i>	<i>-ies</i> means plural, more than

2. Complete the Vocabulary Square for the word **strategies**:

Definition in your own words <i>Responses will vary, but may include:</i> — Plans of action	Words with the same affix <i>Responses will vary, but may include:</i> — Parties — Babies
Words with the same root <i>Responses will vary. Suggestions include:</i> — Strategize — Strategy — Strategic	Sketch <i>Responses will vary. Sketch will show plans (plural) or people making plans.</i>

3. Use the word in a sentence:

Responses will vary, but may include: One of the reading strategies that will help me overcome my challenge is to ask a peer or adult to help me.

Day 4

Your teacher will guide you through the activities on this card.

Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

The word is **"overcome."**

1. Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
over	come		over- means over, too much or above, completely

2. Complete the Vocabulary Square for the word **overcome**:

<p>Definition in your own words <i>Responses will vary, but may include:</i> — Succeed in getting over</p>	<p>Words with the same affix <i>Responses will vary, but may include:</i> — Overpower — Overwhelm — Overstay — Overdone — Overhead</p>
<p>Words with the same root (come) <i>Responses will vary. Suggestions include:</i> — Coming</p>	<p>Sketch <i>Responses will vary. Sketch will show something being defeated or overcome.</i></p>

3. Use the word in a sentence:

Responses will vary, but may include: You have to face your fears to overcome them.



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Cards (▲)

Name: _____ **Date:** _____



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)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

Pronunciation		Translation		Cognates
Root	Definition of root		Suffix	Definition of suffix -ies means
Sketch				
Definition in your own words:				

Day 4

Your teacher will guide you through the activities on this card.

Sentence:

You have written a reading contract describing two particular reading challenges that you face and strategies for **overcoming** them.

Word: Complete the Vocabulary Grid for the word **overcoming**.

Pronunciation		Translation		Cognates
Prefix	Definition of prefix <i>over-</i> means	Root + suffix	Definition of root + suffix <i>coming</i> means	
Sketch				
Definition in your own words:				



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Cards (▲) (Answers for Teacher Reference)



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)

Student Materials

Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary (one per pair)

Directions:

Day 2

Sentence:

You have written a reading contract describing two particular reading challenges that you face and **strategies** for overcoming them.

Word: Complete the Vocabulary Grid for the word **strategies**.

Sample responses. Student responses may vary.

Pronunciation <i>stræ - tə-dʒɪz</i>		Translation <i>stratégia</i>		Cognates <i>stratégia</i>
Root <i>strategy</i>	Definition of root <i>a careful plan to improve learning</i>		Suffix	Definition of suffix <i>-ies means the noun is plural</i>
Sketch <i>a sketch showing something like a list of plans with check marks</i>				
Definition in your own words: <i>some careful plans to help me become a better reader</i>				

Day 4

Your teacher will guide you through the activities on this card.

Sentence:

You have written a reading contract describing two particular reading challenges that you face and strategies for **overcoming** them.

Word: Complete the Vocabulary Grid for the word **overcoming**.

Sample responses. Student responses may vary.

Pronunciation		Translation		Cognates
ou-vər- k am-ɪŋ		克服		
Prefix over-	Definition of prefix over- means completely	Root + suffix come + ing	Definition of root + suffix coming means changing from one state of being to another	
Sketch a sketch showing something like a student holding hands up in victory or celebrating				
Definition in your own words: not having any more problems reading				



Writing Practice



Unit 3, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

- Days 2 and 4: can write fluently for 10 minutes. (W.3.2, W.3.4, W.3.10)

Student Materials

Days 2 and 4:

- ☒ Units 1–2 module texts

Directions:

Day 2

Follow the ALL Independent Group Work protocol to complete the task.

Writing fluency: 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.

Writing Prompts

Choose a prompt and use your Units 1–2 module texts to respond:

- Choose a character from *Waiting for the Biblioburro*, *Rain School*, or *Nasreen's Secret School*. What was a learning challenge this character faced? How did he or she overcome the challenge?
- What is a learning challenge you have faced? What have you done to overcome this challenge?
- Write a new response to a prompt from Day 1:
 - Describe the geography of your expert group's country and explain how this affects how people get access to books there.
 - Describe some learning challenges people face around the world.
- Write about a topic of your choice for ten minutes.

To get you started . . .

- Review the text to find details or evidence related to the prompt.
- Sketch a picture related to the prompt.
- Make a list of as many words as you can that are related to the prompt.

Day 4

Follow the ALL Independent Group Work protocol to complete the task.

Choose a different prompt from Day 2 to respond to and write for 10 minutes.

Acknowledgments

Project management support, production design, and copyediting services provided by ScribeConcepts.com

