

Grade 5: Module 3: Unit 2

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 5M3 UNIT 2 OVERVIEW	
 <p>Reading and Speaking Fluency/GUM L.5.1c, L.5.1d</p>	<ul style="list-style-type: none"> Students practice recognizing and using different verb tenses. <i>ELLs complete the same activities as other students.</i> 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.)
 <p>Additional Work with Complex Text RI.5.1, RI.5.4, RI.5.10, W.5.1a, L.5.1, L.5.2, L.5.4, L.5.5a, L.5.5b</p>	<ul style="list-style-type: none"> Students work with an excerpt from “This I Believe: Free Minds and Hearts at Work.” They examine Jackie Robinson’s use of figurative language to better understand his overall main idea. All students participate in a Language Dive on Day 4. <i>ELLs complete the same activities as other students.</i> 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.)
 <p>Independent Reading RL.5.2, RL.5.10, RI.5.2, RI.5.10, SL.5.1</p>	<ul style="list-style-type: none"> Students read research texts (on topics related to athletes as leaders of social change) 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. <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice W.5.1</p>	<ul style="list-style-type: none"> Students write a This I Believe essay. <i>ELLs complete the same activities as other students.</i> 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.)
 <p>Word Study and Vocabulary RF.5.3a, L.5.4b, L.5.4c, L.5.6</p>	<ul style="list-style-type: none"> Students analyze two academic vocabulary words (<i>greatness</i> and <i>integrity</i>) and their affixes (using Vocabulary Trees). <i>ELLs complete the same activities as other students, with additional Language Dives.</i> 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 5M3 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p style="text-align: center;">FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 2</p> <p>ALL Block: Week 1, Day 1</p> <p><i>**Note: This ALL Block component assumes students have already read "This I Believe: Free Minds and Hearts at Work," which happens in Unit 2, Lesson 2 of the module lessons.</i></p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students work on recognizing and using different verb tenses. They practice using verbs to convey a sequence of events.</p> <p>Learning Target: I can use verb tense to convey a sequence of events. (L.5.1c)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■▲) (●◆) 	<p>Additional Work with Complex Text</p> <p>Overview: All students reread an excerpt from "This I Believe: Free Minds and Hearts at Work" to determine gist and the meaning of unknown vocabulary.**</p> <p>Learning Targets: I can read and understand a complex text. (RI.5.10)</p> <p>I can determine the meaning of new vocabulary words in order to understand the gist of a passage. (RI.5.4, L.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 minutes. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Independent Reading: Student Task Card

(continued)

ALL 5M3 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 3 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, all students interpret some of the figurative language in “This I Believe: Free Minds and Hearts at Work.” Learning Target: I can interpret figurative language in order to better understand a complex text. (RI.5.10, L.5.5a, L.5.5b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide Unit 2, 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 recognizing and using different verb tenses. They also use verbs to convey a sequence of events. Learning Target: I can use verb tense to convey a sequence of events. (L.5.1c) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn how to recognize shifts in verb tense and why authors may use different tenses of verbs. Learning Target: I can recognize shifts in verb tense. (L.5.1d) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students play a matching game to match quotes from the text with a paraphrased version of each quote. Learning Target: I can answer questions using details from the text to demonstrate my understanding. (RI.5.1, RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> “This I Believe” Matching Activity Cards “This I Believe” Matching Activity Cards Answer Key 	Independent Reading Overview: All students follow a task card to read and respond to a prompt. Learning Target: I can explain how the things I have learned through research reading are connected to the module. (RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 5M3 UNIT 2 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 4	Additional Work with Complex Text Overview: With teacher guidance, all students participate in a Language Dive on a compelling sentence from “This I Believe: Free Minds and Hearts at Work.” This supports student learning in Unit 2, Week 2: Writing Practice, in which students write their own This I Believe essay. Learning Targets: I can understand and use complex English language structures. (L.5.1) I can understand and use language to express opinions. (W.5.1a) I can understand and use em dashes and parentheses to add and emphasize ideas. (L.5.2) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Language Dive Guide: “This I Believe: Free Minds and Hearts at Work” • Language Dive Chunk Chart: “This I Believe: Free Minds and Hearts at Work” • Language Dive Sentence Strip Chunks: “This I Believe: Free Minds and Hearts at Work” 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice recognizing and correcting shifts in verb tense in their own writing. Learning Target: I can recognize and correct inappropriate shifts in verb tense. (L.5.1d) <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. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 5M3 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 6	<p style="text-align: center;">FLEX DAY</p> <p>Use these days to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p> <p>Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</p>		
Lesson 7	<p style="text-align: center;">FLEX DAY</p> <p>Use these days 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 brainstorm and plan their This I Believe essay.</p> <p>Learning Target: I can plan an opinion essay that states what I believe and the reasons I believe it. (W.5.1)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Teacher Guide Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card 	<p>Word Study and Vocabulary</p> <p>Overview: All students follow a task card to play a game to create words by putting together roots and affixes.</p> <p>Learning Target: I can create words using roots and affixes. (L.5.4b, L.5.4c)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Student Task Card Word Scramble Game Board 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read and log their reading.</p> <p>Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.5.10/RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Independent Reading: Student Task Card

(continued)

ALL 5M3 UNIT 2 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 Tree to analyze the meaning of the academic vocabulary word <i>greatness</i> with a focus on the suffix <i>-ness</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ness</i> . (RF.5.3a, L.5.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲) 	Writing Practice Overview: All students write their opinion essay and build stamina in writing fluency. Learning Target: I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 10 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, students continue to write their opinion essays and build stamina in writing fluency. Learning Target: I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word <i>analyzed</i> during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.5.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a reading prompt. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 5M3 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>integrity</i> with a focus on the suffix <i>-ity</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix -ity. (RF.5.3a, L.5.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: N/A	Writing Practice Overview: All students follow a task card to complete their opinion essay and write for the full 15 minutes. Students who have finished their essays may color-code their essays and/or answer reflection questions. Learning Target: I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1) <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 within the group. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.2/RI.5.2, RL.5.10/RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 12	FLEX DAY Use this day to meet the needs of your students. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students.		
Lesson 14	FLEX DAY Use this day to meet the needs of your students.		
Lesson 15	FLEX DAY Use this day to meet the needs of your students.		



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can use verb tense to convey a sequence of events. (L.5.1c)

Day 3

- I can recognize shifts in verb tense. (L.5.1d)

Teaching Notes

- In this unit, students focus on GUM rather than reading and speaking fluency. They work on recognizing and using different verb tenses. On Day 1, they practice using verbs to convey a sequence of events. On Day 3, students learn how to recognize shifts in verb tense and learn why authors may use different tenses of verbs.
- **Differentiation:**
 - On Day 1, students will require varying levels of support with the activity card, and some will get further than others. To provide heavier support, underline the verbs for students in Part I and focus instruction on Part I only. Consider writing two different model sentences for Part II and asking students to discuss the different tenses used.
 - On Day 3, students will require varying levels of support with the activity card, and some will get further than others. To provide heavier support, in Part I, underline the verbs for the students, provide the tenses, and ask students to match them. In Part II, focus on one of the sentences. Consider acting out two events that show a shift in verb tense, then having students say and write the sentence. (Example: Point to 7 a.m. and act out eating breakfast, then point to 6 p.m. and act out eating dinner = I ate a small breakfast this morning, but tonight I will enjoy a big dinner.)
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ Verb Tenses anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ☑ Fluency passage (from Day 1; one per student)

- ✓ Verb Tenses anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the **Verb Tenses anchor chart** and review tenses as necessary.
- Invite students to complete Part I of their activity card with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief answers to Part I.
 - ▲: Consider strategically grouping students to compare these English features with home language features.
- Invite students to complete Part II of their activity card.
- Collect Teacher-Guided Student Activity Cards and review student responses to determine whole group teaching points.
- Prepare students for Day 2's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful. Encourage students to use the Verb Tenses anchor chart to help them.

Instruction for Day 3

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Direct students' attention to the **Verb Tenses anchor chart** and remind them they are working on using verb tenses to communicate a variety of times, sequences, and situations in their speaking and writing.
- Invite students to complete Part I of their activity card with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief student answers for Part I. Students will likely have trouble putting the verbs on the timeline. Explain that the author purposefully shifts to the present tense, not because those events are happening in the present but because he wants readers to feel like they are in that moment with the author. This is an example of an author using a variety of verb tenses to make the writing more interesting.
- Working as a group, guide students through Part II.
 - ◆◆: Let students grapple with a partner first.
- If productive, cue students to explain why a classmate came up with a particular response:

Conversation Cue: "Who can explain why your classmate came up with that response?"
- If time permits, invite students to practice writing sentences with one or more verb tenses. Allow students to share with a partner or the whole group.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 4's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to use the Verb Tenses anchor chart to help them.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Teacher-Guided Student Activity Card (■▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can use verb tense to convey a sequence of events. (L.5.1c)

Day 3:

- I can recognize shifts in verb tense. (L.5.1d)

Student Materials

Day 1 and Day 3:

- ☒ Verb Tenses anchor chart

Directions:

Day 1

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

Part I

Underline the verbs in these sentences:

During Jackie Robinson's first game in Major League Baseball, he was up to bat a few times. The first time, he hit the ball to left field and ran to first base. The second time, even though he was running very fast, the other team caught the ball, threw it to first base, and got him out.

Write each verb and the tense it is written in below: (*Hint: Use the Verb Tenses anchor chart to help you.*)

Verb: _____ was _____ Tense: _____ past simple tense _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Part II

Plot the verbs in the sentences above on the timeline:

First hit

Second hit

Day 3

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

Part I

Underline the verbs in these sentences:

Write each verb and the tense it is written in below: (*Hint: Use the Verb Tenses anchor chart to help you.*)

At the beginning of the World Series of 1947, I experienced a completely new emotion, when the National Anthem was played. This time, I thought, it is being played for me, as much as for anyone else. This is organized Major League Baseball, and I am standing here with all the others; and everything that takes place includes me.

(from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson)

Verb: experienced Tense: past simple tense

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Part II

Read the groups of sentences below. For each group, identify a shift in verb tense and whether or not it makes the meaning of the sentence clear.

1. Yesterday was a very hard day. It started like this: I walk down the hall, and I trip and my books scatter everywhere. Can you believe it?

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

2. Leticia was walking to the store when suddenly she will be hearing something strange.

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

3. Sharon Robinson explains that Pee Wee Reese becomes a good friend of her father and how that friendship lasted a lifetime.

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

4. Write your own sentence with a shift in verb tense.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Teacher-Guided Student Activity Card (●◆)

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can use verb tense to convey a sequence of events. (L.5.1c)

Day 3:

- I can recognize shifts in verb tense. (L.5.1d)

Student Materials

Day 1 and Day 3:

- ☒ Verb Tenses anchor chart

Directions:

Day 1

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

Part I

Underline the verbs in these sentences:

During Jackie Robinson's first game in Major League Baseball, he was up to bat a few times. The first time, he hit the ball to left field and ran to first base. The second time, even though he was running very fast, the other team caught the ball, threw it to first base, and got him out.

Write each verb and the tense it is written in below: (*Hint: Use the Verb Tenses anchor chart to help you.*)

Verb: _____ *was* _____ Tense: _____ *past simple tense* _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Part II

Plot the verbs in the sentences above on the timeline:

First hit

Second hit

Day 3

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

Part I

Underline the verbs in these sentences:

Write each verb and the tense it is written in below: (*Hint: Use the Verb Tenses anchor chart to help you.*)

At the beginning of the World Series of 1947, I experienced a completely new emotion, when the National Anthem was played. This time, I thought, it is being played for me, as much as for anyone else. This is organized Major League Baseball, and I am standing here with all the others; and everything that takes place includes me.

(from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson)

Verb: experienced Tense: past simple tense

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Plot the verbs in the sentences above on the timeline:

Part II

Read the groups of sentences below. For each group, identify a shift in verb tense and whether or not it makes the meaning of the sentence clear.

1. Yesterday was a very hard day. It started like this: I walk down the hall, and I trip and my books scatter everywhere. Can you believe it?

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

2. Leticia was walking to the store when suddenly she will be hearing something strange.

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

3. Because he has read many books on Jackie Robinson, my friend knows a lot about Jackie's life and will be able to answer your questions.

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

4. Sharon Robinson explains that Pee Wee Reese becomes a good friend of her father and that friendship lasted a lifetime.

What is the tense shift?

Does it make the meaning clear?

- If so, why did the author use a shift in verb tense?
- If not, can you correct the verbs so the sentence makes sense?

5. Write your own sentence that shifts verb tense.

MORE CHALLENGE:

Write a sentence where the shift doesn't make sense. Explain why it doesn't make sense below the sentence.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Teacher-Guided Student Activity Card

(■●◆▲)

(Answers, for Teacher Reference)



Daily Learning Targets

Day 1:

- I can use verb tense to convey a sequence of events. (L.5.1c)

Day 3:

- I can recognize shifts in verb tense. (L.5.1d)

Student Materials

Day 1 and Day 3:

- ☒ Verb Tenses anchor chart

Day 1

During Jackie Robinson's first game in Major League Baseball, he was up to bat a few times. The first time, he hit the ball to left field and ran to first base. The second time, even though he was running very fast, the other team caught the ball, threw it to first base, and got him out.

Write each verb and the tense it is written in below: (*Hint: Use the Verb Tenses anchor chart to help you.*)

Verb: was Tense: past simple tense

Verb: hit Tense: past simple tense

Verb: ran Tense: past simple tense

Verb: was running Tense: past progressive tense

Verb: caught Tense: past simple tense

Verb: threw Tense: past simple tense

Verb: got Tense: past simple tense

Part II

Plot the verbs in the sentences above on the timeline:

<i>hit</i>	<i>ran</i>	<i>was running</i>	<i>caught</i>	<i>threw</i>	<i>got</i>
First hit			Second hit		

Day 3

At the beginning of the World Series of 1947, I experienced a completely new emotion, when the National Anthem was played. This time, I thought, it is being played for me, as much as for anyone else. This is organized Major League Baseball, and I am standing here with all the others; and everything that takes place includes me.

(from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson)

Verb: experienced Tense: past simple tense

Verb: was played Tense: past simple tense

Verb: thought Tense: past simple tense

Verb: is being played Tense: present progressive

Verb: is Tense: present simple tense

Verb: am standing Tense: present progressive

Verb: includes Tense: present simple tense

Plot the verbs in the sentences above on the timeline:

experienced/was played/thought *is being played/is/am standing/includes*

Part II

Read the groups of sentences below. For each group, identify a shift in verb tense and whether or not it makes the meaning of the sentence clear.

1. Yesterday was a very hard day. It started like this: I walk down the hall and I trip and my books scatter everywhere. Can you believe it?

What is the tense shift?

past simple tense to present simple tense

Does it make the meaning clear?

yes

2. Leticia was walking to the store when suddenly she will be hearing something strange.

What is the tense shift?

past progressive tense to future progressive tense

Does it make the meaning clear?

no

3. ♦♦ Because he has read many books on Jackie Robinson, my friend knows a lot about Jackie's life and will be able to answer your questions.

What is the tense shift?

present simple tense, present simple tense, future simple tense

Does it make the meaning clear?

yes

4. Sharon Robinson explains that Pee Wee Reese becomes a good friend of her father and that friendship lasted a lifetime.

What is the tense shift?

present simple tense to past simple tense

Does it make the meaning clear?

no

5. Write your own sentence that shifts verb tense.

Responses will vary, but may include: I love playing soccer today and will play in the tournament tomorrow.

MORE CHALLENGE:

Write a sentence where the shift doesn't make sense. Explain why it doesn't make sense below the sentence.

Responses will vary, but may include: She got on the bus yesterday and sees her friends.

I shifted from past simple to present simple, and I should have left it all in the past.



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can read and understand a complex text. (RI.5.10)
- I can determine the meanings of new vocabulary words in order to understand the gist of a passage. (RI.5.4, L5.4)

Day 3:

- I can answer questions using details from the text to demonstrate my understanding. (RI.5.1, RI.5.10)

Student Materials

Day 1:

- ☒ Vocabulary logs
- ☒ Vocabulary charts (from Lesson 2 module lessons; to display)
- ☒ Dictionary

Day 3:

- ☒ "This I Believe" Matching Activity Cards (one per small group)
- ☒ "This I Believe" Matching Activity Cards Answer Key (one per small group)
- ☒ Scissors

Directions:

Day 1

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

1. With a partner, read the excerpt out loud. You may take turns reading sections, or choose one person in your pair to read.

Excerpt from “This I Believe: Free Minds and Hearts at Work” by Jackie Robinson

But I can tell them, too, that they will never face some of these prejudices because other people have gone before them. And to myself I can say that, because progress is **unalterable**, many of today's **dogmas** will have vanished by the time they grow into adults. I can say to my children: There is a chance for you. No **guarantee**, but a chance.

And this chance has come to be, because there is nothing **static** with free people. There is no Middle Ages logic so strong that it can stop the human tide from flowing forward. I do not believe that every person, in every walk of life, can succeed in spite of any handicap. That would be perfection. But I do believe—and with every **fiber** in me—that what I was able to **attain** came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow.

2. Focus on vocabulary. You may use your vocabulary logs, vocabulary charts, or a dictionary to help you answer the questions below. Underline or write the correct answer.

- a. If *alter* means to change, what do you think Jackie Robinson means when he says progress is *unalterable*?

- b. A *dogma* is a firm belief that one group of people thinks other people should accept without question. Which dogma was Jackie Robinson fighting against? (Hint: There are two.)

- People of different races should live and work apart from one another.
- All sports should be played only by white people.
- Black people are inferior to white people.

c. How is a *guarantee* different from a *chance*?

d. Jackie Robinson says there is nothing *static* with free people and nothing can stop the "human tide from flowing forward." What does he mean?

- Free people cannot change and progress.
- Free people will always change for the worse.
- Free people will usually choose to change and progress.

e. *Fibers* are the small parts that make up something. For example, clothes may have cotton fibers and plants have cell fibers. When Jackie Robinson uses the idiom (or an expression) "with every *fiber* in me," what is he referring to?

- His beliefs
- The physical parts that make him—muscles and cells
- His brain
- All the parts of him—his body and his soul

f. Why did Jackie Robinson say he *attained* success rather than saying he was given success?

- He bought success.
- He worked hard to achieve success.
- He had someone give success to him as a gift.

3. Reread the excerpt from the essay again. Discuss how it makes you feel, and why.

"This excerpt makes me feel/think _____ because _____.
For instance, _____."

"Even though I feel _____ while reading this, I also feel _____."

MORE CHALLENGE:

Write a synonym above each of the bolded words in the excerpt.

Day 3

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

1. You will now match sentences from Jackie Robinson's essay with a paraphrase of each of those sentences.
 - Turn the "This I Believe" Matching Activity Cards Answer Key face down. Don't peek until the end!
 - Cut up the "This I Believe" Matching Activity Cards.
 - Lay all fourteen cards face down in rows.
 - Facilitator takes one card, reads it aloud, and places it face up.
 - Partner A turns over a card and reads it out loud. If it matches the card facing up, the student takes both cards. If not, the student leaves all cards facing up.
 - Partner B turns over a card and reads it out loud. If it matches a card facing up, the student takes both cards. If not, the student leaves all cards facing up.
 - Continue with all remaining group members. Repeat until all paraphrase cards have been matched to an excerpt.
 - Count how many cards you have collected. Check your thinking by looking at the answer key. Exchange cards if needed. The winner is the one with the most cards.

MORE CHALLENGE:

Play again! Or take turns saying each sentence from the excerpt in your own words. Then write one in your own words below.



Additional Work with Complex Text



Unit 2, Week 1, Day 3: "This I Believe" Matching Activity Cards

Directions:

Cut apart these cards and lay them face down.

Excerpt from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson	Paraphrase Cards
Excerpt from essay: "But I can tell them, too, that they will never face some of these prejudices because other people have gone before them."	Paraphrase: <i>I can say to my children that other people have lived before them and fought against some of the prejudices. So my children won't have to face the same situations where people judge them unfairly.</i>
Excerpt from essay: "And to myself I can say that, because progress is unalterable, many of today's dogmas will have vanished by the time they grow into adults."	Paraphrase: <i>There is no old-fashioned logic of the past that is so strong that it can block unstopped human beings from going forward.</i>
Excerpt from essay: "I can say to my children: There is a chance for you. No guarantee, but a chance."	Paraphrase: <i>I can say to my children: There is a chance that you will succeed. It isn't for sure, but you have an opportunity.</i>

Excerpt from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson	Paraphrase Cards
<p>Excerpt from essay: "I do not believe that every person, in every walk of life, can succeed in spite of any handicap. That would be perfection."</p>	<p>Paraphrase: <i>This opportunity exists because free people are always changing and evolving.</i></p>
<p>Excerpt from essay: "But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow."</p>	<p>Paraphrase: <i>To myself I can say that progress cannot be stopped, so many of the things that people believe today will disappear by the time my children grow up.</i></p>
<p>Excerpt from essay: "There is no Middle Ages logic so strong that it can stop the human tide from flowing forward."</p>	<p>Paraphrase: <i>I don't believe that every person, in every circumstance, can be successful in spite of any hardship. That would mean society is perfect.</i></p>
<p>Excerpt from essay: "And this chance has come to be, because there is nothing static with free people."</p>	<p>Paraphrase: <i>But I do believe—with all that I am—that I was able to work hard and achieve what I did because society was able to move beyond the firmly held beliefs that they held in the past: to find the truths for this society; and maybe discover the inspiring beliefs of our future.</i></p>



Additional Work with Complex Text



Unit 2, Week 1, Day 3: "This I Believe" Matching Activity Cards Answer Key

Directions:

Turn these pages face down. Don't peek until the end of the game!

Excerpt from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson	Paraphrase Cards
Excerpt from essay: "But I can tell them, too, that they will never face some of these prejudices because other people have gone before them."	Paraphrase: <i>I can say to my children that other people have lived before them and fought against some of the prejudices. So my children won't have to face the same situations where people judge them unfairly.</i>
Excerpt from essay: "And to myself I can say that, because progress is unalterable, many of today's dogmas will have vanished by the time they grow into adults."	Paraphrase: <i>To myself I can say that progress cannot be stopped, so many of the things that people believe today will disappear by the time my children grow up.</i>
Excerpt from essay: "I can say to my children: There is a chance for you. No guarantee, but a chance."	Paraphrase: <i>I can say to my children: There is a chance that you will succeed. It isn't for sure, but you have an opportunity.</i>
Excerpt from essay: "And this chance has come to be, because there is nothing static with free people."	Paraphrase: <i>This opportunity exists because free people are always changing and evolving.</i>
Excerpt from essay: "There is no Middle Ages logic so strong that it can stop the human tide from flowing forward."	Paraphrase: <i>There is no old-fashioned logic of the past that is so strong that it can block unstopped human beings from going forward.</i>
Excerpt from essay: "I do not believe that every person, in every walk of life, can succeed in spite of any handicap. That would be perfection."	Paraphrase: <i>I don't believe that every person, in every circumstance, can be successful in spite of any hardship. That would mean society is perfect.</i>

Excerpt from "This I Believe: Free Minds and Hearts at Work" by Jackie Robinson	Paraphrase Cards
<p>Excerpt from essay: "But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow."</p>	<p>Paraphrase: <i>But I do believe—with all that I am—that I was able to work hard and achieve what I did because society was able to move beyond the firmly held beliefs that they held in the past: to find the truths for this society; and maybe discover the inspiring beliefs of our future.</i></p>



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card (Answers, for Teacher Reference)



Daily Learning Targets

Day 1:

- I can read and understand a complex text. (RI.5.10)
- I can determine the meanings of new vocabulary words in order to understand the gist of a passage. (RI.5.4, L5.4)

Day 3:

- I can answer questions using details from the text to demonstrate my understanding. (RI.5.1, RI.5.10)

Student Materials

Day 1:

- ☒ Vocabulary logs
- ☒ Vocabulary charts (from Lesson 2 module lessons; to display)
- ☒ Dictionary

Day 3:

- ☒ "This I Believe" Matching Activity Cards (one per small group)
- ☒ "This I Believe" Matching Activity Cards Answer Key (one per small group)
- ☒ Scissors

Day 1

Responses will vary, but may include:

- a. If *alter* means to change, what do you think Jackie Robinson means when he says progress is *unalterable*?

It cannot be changed or stopped.

- b. A *dogma* is a firm belief that one group of people thinks other people should accept without question. Which dogma was Jackie Robinson fighting against? (Hint: there are two.)

- People of different races should live and work apart from one another.
- All sports should be played only by white people.
- Black people are inferior to white people.

c. How is a *guarantee* different from a chance?

A guarantee will for sure happen, but a chance is not for sure.

d. Jackie Robinson says there is nothing *static* with free people and nothing can stop the "human tide from flowing forward." What does he mean?

- Free people cannot change and progress.
- Free people will always change for the worse.
- Free people will usually choose to change and progress.

e. *Fibers* are the small parts that make up something. For example, clothes may have cotton fibers and plants have cell fibers. When Jackie Robinson uses the idiom (or an expression) "with every *fiber* in me," what is he referring to?

- His beliefs
- The physical parts that make him—muscles and cells
- His brain
- All the parts of him—his body and his soul

f. Why did Jackie Robinson say he *attained* success rather than saying he was given success?

- He bought success.
- He worked hard to achieve success.
- He had someone give success to him as a gift.



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my research reading text independently for 12 minutes. (RI.5.10)

Day 3:

- I can explain how the things I have learned through research reading are connected to the module. (RI.5.10)

Day 4:

- I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)

Student Materials

Days 1–4:

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

Directions:

Days 1 and 2

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

1. Read your research reading text independently for 12 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and domain-specific vocabulary about the topic in the back. Be prepared to share any new vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: How was what you read about today connected to your learning in the module lessons? Be prepared to share your response with your group.

Day 4

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

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - 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:
 - Pass your research reading text around.
 - Share one thing that you have learned.
 - "I've learned _____. For example, _____."
 - "Something I have learned is _____. For instance, _____."
 - Share two new vocabulary words and their meanings.
 - "A new word for me is _____. It means _____. For example, you could say: _____ (your own sentence with the word)_____."

Group: Listen and think about what else you would like to know about their text. Prepare a question.

5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
 - "When you said _____, what did you mean?"
 - "How does _____ relate to _____?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
7. Repeat steps 4–6 with each person in the group.
 - If time permits, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can interpret figurative language in order to better understand a complex text. (RI.5.10, L.5.5a, L.5.5b)

Day 4

- I can understand and use complex English language structures. (L.5.1)
- I can understand and use language to express opinions. (W.5.1a)
- I can understand and use em dashes and parentheses to add and emphasize ideas. (L.5.2)

Teaching Notes

- On Day 2, students work with figurative language in an excerpt from “This I Believe: Free Minds and Hearts at Work” by Jackie Robinson. Note: This lesson assumes that students have completed module Lesson 2.
- On Day 4, all students participate in a Language Dive centered on L.5.1 and using em dashes and parentheses to add or emphasize ideas. Students may practice using this punctuation when they write a first draft of their This I Believe essays in Unit 2, Week 2: Writing Practice (see rationale in the Language Dive Guide: “This I Believe: Free Minds and Hearts at Work”).
- **Differentiation:**
 - For Day 2, not all student groups will finish the activity card. To provide heavier support, focus on steps 1, 3, and 4 only. For students requiring additional challenge, have students practice writing the figurative phrases in their own sentences.
 - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Day 4: Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs. Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 2 module lesson) as necessary.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: “This I Believe: Free Minds and Hearts at Work” (for teacher reference)
- ✓ Language Dive Chunk Chart: “This I Believe: Free Minds and Hearts at Work” (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: “This I Believe: Free Minds and Hearts at Work” (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Invite students to answer the questions in step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief on the images students made in step 1.
 - ▲: Consider posting a simple sentence frame, such as: “I drew _____ because I wanted to show _____ and _____.”
- If productive, cue students to explain others’ ideas:

Conversation Cue: “Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)
- Using a total participation technique, invite responses from the group:

“What is the meaning and purpose of the metaphor human tide flowing forward and the expression every fiber in me?”

 - ▲: If needed, define the term *tide* so students understand that a human tide is unstoppable and inevitable, just like an ocean tide.
- If productive, encourage students to add on to what a classmate said:

Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”
- Guide students through the remaining steps on the activity card, discussing both the meaning and the effect of each figurative language phrase.
 - ▲: If needed, use Conversation Cues to invite extended conversation in steps 1, 3, and 4 and skip step 2.
 - ▲: Consider posting simple sentence frames for students to use during discussion.

- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity: Display the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card** and ensure students know how to play the matching game.

Instruction for Day 4

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence at the top of the activity card. Tell students they will study this sentence carefully. It is one of the most important sentences in Jackie Robinson's essays. It will also help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work independently on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: "This I Believe: Free Minds and Hearts at Work," Language Dive Chunk Chart: "This I Believe: Free Minds and Hearts at Work,"** and **Language Dive Sentence Strip Chunks: "This I Believe: Free Minds and Hearts at Work"** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



Unit 2, Week 1: Teacher-Guided Student Activity Card
(■●◆▲)

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can interpret figurative language in order to better understand a complex text. (RI.5.10, L.5.5a, L.5.5b)

Day 4:

- I can understand and use complex English language structures. (L.5.1)
- I can understand and use language to express opinions. (W.5.1a)
- I can understand and use em dashes and parentheses to add and emphasize ideas. (L.5.2)

Student Materials

N/A

Directions:


Day 2

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

Draw the mental image conveyed by the figurative language in both of these phrases:

The human tide flowing forward	I believe with every fiber in me

2. Jackie Robinson said: "There is no **Middle Ages logic** so strong that it can stop the human tide from flowing forward." What is another way he could have said this? Discuss with your group. Then add "Middle Ages logic" to your drawing of the "human tide flowing forward" in step 1.
3. Here is a sketch of Jackie Robinson. He says he succeeded because we, as a society in the United States, were able to "put behind us the dogmas of the past." Write one of the dogmas that we have "put behind us." Write what lies ahead or what society can look forward to because of Jackie Robinson and others like him.

What we "put behind us"		What "lies ahead"
-------------------------	--	-------------------

Try using this phrase to talk about your life:

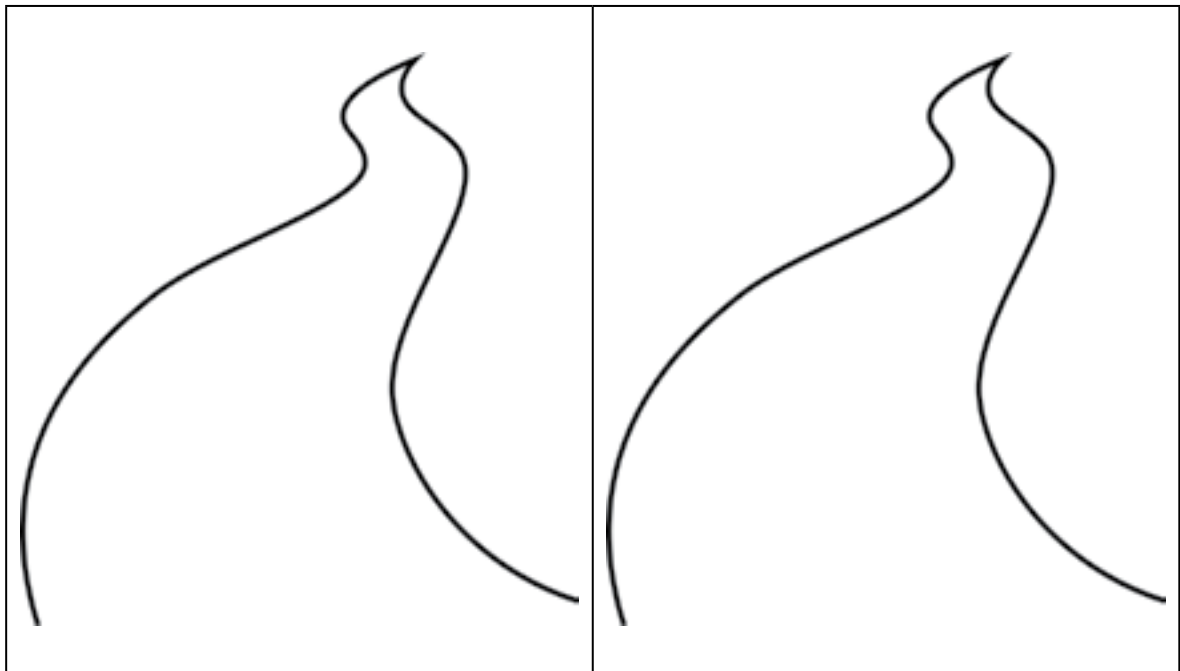
I put _____ behind me and began to

4. Discuss with a partner:

- How does the figurative language that Jackie Robinson uses make his writing more powerful?
- How does your understanding of the figurative language from the text change your understanding of the text?

MORE CHALLENGE:

The phrase "every walk of life" refers to someone's position in society and, more specifically, the job one has. Draw two different jobs or positions that show different "walks of life" on the paths below.



Day 4

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

But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow.

1. a. How does this sentence make you feel?
- b. What language makes you feel this way? Jot down some thoughts:

This sentence makes me feel ...



2. Say each phrase in your own words:

a. and with every fiber in me

b. that what I was able to attain came to be

c. because we put behind us (no matter how slowly) the dogmas of the past:

3. What language does Robinson use in the first chunk to express an opinion?

Language to express an opinion

4. What punctuation does Robinson use to add and emphasize ideas?

Punctuation to add and emphasize ideas

5. With a partner, use the frame to say one of your beliefs:

I believe—with _____
that _____.

6. With a partner, use the frame to say your belief about what you were able to attain in kindergarten through fourth grade:

I do believe—and with _____
that what I was able to attain came to be because _____.

MORE CHALLENGE:

Say and then write two more sentences that explain your beliefs.



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Guide: "This I Believe: Free Minds and Hearts at Work"

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 2, for detailed notes on how the Language Dive format has been modified starting in Module 3.
Sentence	But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow. (from "This I Believe: Free Minds and Hearts at Work," by Jackie Robinson)
Rationale	This sentence is compelling and complex because it expresses an opinion; uses em dashes and parentheses to insert and emphasize ideas; and uses a shift in tense, all of which helps address the Daily Learning Target. The sentence connects to the guiding question by stating a factor—eliminating dogmas as part of historical context—that contributed to Jackie Robinson's success in changing society. Students should recall the "This I Believe: Free Minds and Hearts at Work" excerpt, vocabulary, and figurative language they read and discussed on Days 1–3 of Additional Work with Complex Text. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure But I do believe—and with every fiber in me— . Based on student need and time, consider adding days for extended conversation and practice with the structure because we put behind us (no matter how slowly) the dogmas of the past: After discussing this structure, students practice using it to state a personal belief for their own opinion essay modeled after a "This I Believe: Free Minds and Hearts at Work." Students can apply their understanding of the meaning and structure of this sentence when stating their personal belief in Unit 2, Week 2: Writing Practice.
Time	15 minutes
Throughout the Language Dive	Follow the same routines found in Module 3, Unit 1, Lesson 2.
Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; display and distribute the Teacher-Guided Student Activity Card . Follow the same routine found in Module 3, Unit 1, Lesson 2, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus Structure)	
Reconstruct	
Practice (Sentence)	



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Chunk Chart: "This I Believe: Free Minds and Hearts at Work"

But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow.

**Deconstruct:
Language Goals**

- Students can reread the sentence, then close their eyes and think about how the language in the sentence makes them feel and why. Students can share out if desired and sketch on their activity card. 📝 Step #1 a,b

But I do believe—and with every fiber in me—

**Deconstruct:
Language Goals**

- I*: "Whom is this sentence about? To whom does *I* refer?" Jackie Robinson. (subject pronoun)
- do believe*: "What does Jackie Robinson do?" He does believe. The present tense *do believe* tells us Robinson is stating he consistently believes something over time. *Do* is not necessary for basic meaning, but Robinson adds it to emphasize his belief. (subject pronoun + present tense verb)
- and with every fiber in me*: "How does Robinson believe?" Robinson completely believes, with his entire body and soul. Robinson inserts this phrase to emphasize his belief, to describe how strongly he believes, to convey emotion. Students can discuss how to say *and with every fiber in me* in their own words. (conjunction + preposition + noun phrase = adverbial phrase) 📝 Step #2a
- : "Place your fingers on the long lines before *and* and after *me*. What are these lines? Can you figure out why Robinson put them there?" Each of these long lines is an em dash. We use em dashes to insert and emphasize an idea. Here they are used to insert and emphasize an adverbial phrase, *and with every fiber in me*. (punctuation)
- Students can discuss and write the language that Robinson uses to express his opinion in this chunk. 📝 Step #3
- Students can discuss and write the punctuation that Robinson uses to insert and emphasize ideas in this chunk. 📝 Step #4

that what I was able to attain came to be

Deconstruct: Language Goals

- Students can discuss how to say this chunk in their own words. (Responses will vary, but could include: *that the things I achieved were possible.*) (subordinate clause) 📝 Step #2b

because we put behind us (no matter how slowly) the dogmas of the past:

Deconstruct: Language Goals

- because*: “What does *because* tell us?” *Because* signals that Robinson will give a reason for his ability to attain. *Because* also connects this subordinate clause to the previous clauses. (subordinate conjunction)
- we put behind us*: “What is the reason Robinson gives for what he was able to attain?” Robinson believes that what he was able to attain came to be because society changed its mind. (subordinating conjunction + subject pronoun + phrasal verb + indirect object = subordinate clause)
- (no matter how slowly)*: “How did we put something behind us?” Robinson inserts this phrase to emphasize how long it took to put something behind us, to emphasize that time is not as important as what we can achieve. (adverbial phrase)
- the dogmas of the past*: “What did we slowly put behind us?” / Meaning: Society put behind some old truths or beliefs. Students can discuss shades of meaning of *dogma*, *truth*, and *belief*. (plural noun + prepositional phrase = noun phrase / direct object)
- ()*: “Place your fingers on the half circles before *no* and after *slowly*. What are these? Can you figure out why Robinson put them there?” These are open and closed parentheses. Robinson uses them to insert an adverbial phrase, *no matter how slowly*, to emphasize how long it took to put dogmas behind us. We can use them to insert and emphasize or deemphasize an idea. (punctuation)
- Students can discuss another way to say this chunk. 📝 Step #2c
- Students can discuss and write the punctuation that Robinson uses to insert and emphasize ideas in this chunk. 📝 Step #5

to discover the truth of today; and perhaps find the greatness of tomorrow.

Deconstruct: Language Goals

- *to discover the truth of today*: “What is a possible next step of putting behind us the dogmas of the past?” Robinson writes that, because past dogmas have been dropped, we are free to figure out what is true about society right now. (infinitive phrase)
- *and perhaps find the greatness of tomorrow*: “What else is a possible next step of putting behind us the dogmas of the past?” Robinson writes that, because past dogmas have been dropped, we are free not only to figure out what is true about society right now but also to find out what we want in the future. (infinitive phrase)

But I do believe—and with every fiber in me—

Practice (Focus Structure)

- I believe—with ____—that _____. 📎 Step #5
- To provide lighter support: Students discuss how the meaning and feeling of the opinion structure changes when *but*, *and*, and *do* are removed.
- To provide heavier support: “I believe—completely—that _____.” Students can choose from a phrase bank to complete the starter.

But I do believe — and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the greatness of tomorrow.

Reconstruct

- “How can you say this sentence in your own words?” Jackie Robinson’s opinion was that we could figure out what is true about our society now, and what we want for the future, as a result of society changing some of its long-held racial prejudice. In addition, he was convinced—with his entire body and soul—that it was possible for him to achieve what he did in his life because society threw out those old beliefs.

	<ul style="list-style-type: none"> ■ “How does this Language Dive add to your understanding of the guiding question?” The sentence states a factor—eliminating dogmas as part of historical context—that contributed to Jackie Robinson’s success in changing society (breaking a color barrier). ■ Cover—and with every fiber in me—with your hand. “What if we remove—and with every fiber in me—from the sentence?” Repeat with (<i>no matter how slowly</i>). (We retain the same basic meaning, but we lose important emphasis and emotion.) ■ Students can discuss why they think Robinson used em dashes in the first chunk but parentheses in the third chunk.
Practice (Sentence)	<ul style="list-style-type: none"> ■ Students can use the frame to say their belief about what they attained in Grades K–4. I do believe—and with ____—that what I was able to attain came to be because _____. 📎 Step #6 <ul style="list-style-type: none"> — To provide lighter support: “Can we say this sentence in a different order? How?” — To provide heavier support: <i>I believe—completely—that I have achieved ____ because _____.</i> ■ Language Chunk Wall suggestions: <ul style="list-style-type: none"> — Language to express an opinion: But I <u>do believe</u>—and with every fiber in me— — Language to emphasize: But I <u>do believe</u>—and with every fiber in me— / because we put behind us (<u>no matter how slowly</u>) the dogmas of the past: — Verbs and verb phrases (actions, states of being): But I <u>do believe</u>—and with every fiber in me— / that what I <u>was able to attain came to be</u> / because we <u>put behind us</u> (<u>no matter how slowly</u>) the dogmas of the past:



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Sentence Strip Chunks: "This I Believe: Free Minds and Hearts at Work"

But I do believe—and with every fiber in me—

that what I was able to attain came
to be

because we put behind us (no matter
how slowly) the dogmas of the past:

to discover the truth of today; and
perhaps find the greatness of tomorrow.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card (■●◆▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use verb tense to convey a sequence of events. (L.5.1c)

Day 4:

- I can recognize and correct inappropriate shifts in verb tense. (L.5.1d)

Student Materials

Day 2:

- ☒ Verb Tenses anchor chart

Day 4:

- ☒ Verb Tenses anchor chart
- ☒ Factor for success informative paragraph (completed in Unit 1, Week 2: Writing Practice)

Directions:

Day 2

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

- Underline the verbs in these sentences:

When Jackie Robinson was up to bat the third time, he bunted the ball.
While the fielders were scrambling to get the ball, Jackie had already run to first base. The throw was wild and hit Jackie in the back. In the confusion, Jackie ran to second base.

Write each verb and the tense it is written in below: (*Hint: Use the Verb Tenses anchor chart to help you.*)

Verb: _____ was _____ Tense: _____ past simple tense _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Verb: _____ Tense: _____

Plot the verbs in the sentences above on the timeline:

2. Write the sentences below. (*Hint: Use the Verb Tenses anchor chart to find verbs.*)

Use the simple past tense and write a sentence to show one thing ended before another takes place.

Use the progressive tense (past, present, or future) to write a sentence that shows two things happening at the same time.

Use the simple future tense to write a sentence that shows an event that will occur in the future.

MORE CHALLENGE:

Write a sentence to show an action is taking place right now.

Write a sentence to show an action that has occurred recently.

Write a sentence that shows something that happened that depends on something else happening.

Day 4

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

Part I

Each of the sentences below has a shift in verb tense. With a partner:

- Identify the shift in verb tense.
 - Decide if the meaning of the sentence is clear.
 - If it is not appropriate, correct it.
1. There were many factors in Jackie Robinson's success, but the determination he is having was the most important.

The shift is:

- a. past simple tense, present progressive tense, past simple tense
- b. past simple tense, future simple tense, past simple tense
- c. past simple tense, present progressive tense, past perfect tense

Is this sentence clear? Yes or No (if no, correct the sentence above)

2. In his essay "This I Believe: Free Minds and Hearts at Work," Jackie Robinson explains that he succeeded at breaking the color barrier in baseball because he lived in a free society.

The shift is:

- a. present simple tense, past perfect tense, future perfect tense
- b. present simple tense, past simple tense
- c. present simple tense, past perfect tense

Is this sentence clear? Yes or No (if no, correct the sentence above)

MORE CHALLENGE:

The crowds were yelling and throwing things at Jackie Robinson, but he will not be paying any attention to them.

The shift is:

- a. past progressive tense, future progressive tense
- b. past perfect tense, future perfect tense
- c. past progressive tense, present progressive tense

Is this sentence clear? Yes or No (if no, correct the sentence above)

Part II

Look through your factors for success informative paragraph. Underline the verbs you find with a colored pencil. Change colors when you find a shift in verb tense.

Did you find any shifts in verb tense? Yes or No

MORE CHALLENGE:

If **no**, help your partner rewrite his or her sentences.

If **yes**, did you find any places where the shift was inappropriate? Correct it with a partner.

MORE CHALLENGE:

Practice shifting verb tense in your writing. Write a sentence (or sentences) with the following verb tenses:

present simple tense, past perfect tense

past simple tense, present progressive tense



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card (■●◆▲) (Answers, for Teacher Reference)



Daily Learning Targets

Day 2:

- I can use verb tense to convey a sequence of events. (L.5.1c)

Day 4:

- I can recognize and correct inappropriate shifts in verb tense. (L.5.1d)

Student Materials

Day 2:

- ☒ Verb Tenses anchor chart

Day 4:

- ☒ Verb Tenses anchor chart
- ☒ Factor for success informative paragraph (completed in Unit 1, Week 2: Writing Practice)

Day 2

1. When Jackie Robinson was up to bat the third time, he bunted the ball. While the fielders were scrambling to get the ball, Jackie had already run to first base. The throw was wild and hit Jackie in the back. In the confusion, Jackie ran to second base.

Write each verb and the tense it is written in below: (Hint: Use the Verb Tenses anchor chart to help you.)

Verb: was Tense: past simple tense

Verb: bunted Tense: past simple tense

Verb: were scrambling Tense: past progressive tense

Verb: had run Tense: past perfect tense

Verb: was Tense: past simple tense

Verb: hit Tense: past simple tense

Verb: ran Tense: past simple tense

Plot the verbs in the sentence above on the timeline:

was/bunted had run/were scrambling was/hit ran

2. Use the simple past tense and write a sentence to show one thing ended before another takes place.

Responses will vary, but may include: Jackie hit the ball hard and then ran around the bases.

Use the progressive tense (past, present, or future) to write a sentence that shows two things happening at the same time.

Responses will vary, but may include: While Jackie was running the bases, the other players were cheering for him.

Use the simple future tense to write a sentence that shows an event that will occur in the future.

Responses will vary, but may include: I will play baseball tomorrow.

MORE CHALLENGE:

Write a sentence to show an action is taking place right now.

Responses will vary, but may include: I am studying for the test.

Write a sentence to show an action that has occurred recently.

Responses will vary, but may include: She just left the classroom.

Write a sentence that shows something that happened that depends on something else happening.

Responses will vary, but may include: If I study for the test today, I will do well on it tomorrow.

Day 4

There were many factors in Jackie Robinson's success, but the determination he is having was the most important.

The shift is:

- past simple tense, present progressive tense, past simple tense
- past simple tense, future simple tense, past simple tense
- past simple tense, present progressive tense, past perfect tense

Is this sentence clear? Yes or No (if no, correct the sentence above)

No (students should change the "is having" to "had")

3. In his essay "This I Believe: Free Minds and Hearts at Work," Jackie Robinson explains that he succeeded at breaking the color barrier in baseball because he lived in a free society.

The shift is:

- present simple tense, past perfect tense, future perfect tense
- present simple tense, past simple tense
- present simple tense, past perfect tense

Is this sentence clear? Yes or No (if no, correct the sentence above) Yes

MORE CHALLENGE:

The crowds were yelling and throwing things at Jackie Robinson, but he will not be paying any attention to them.

The shift is:

- a. past progressive tense, future progressive tense
- b. past perfect tense, future perfect tense
- c. past progressive tense, present progressive tense

Is this sentence clear? Yes or No (if no, correct the sentence above)

No (students should change the "will not be paying" to "paid no" or "would not pay")



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can plan an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

Day 3

- I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

Teaching Notes

- In this component, students write an opinion essay modeled after the This I Believe essay from Jackie Robinson. This task enables students to practice using em dashes and parentheses to add and emphasize ideas, discussed during the Language Dive in Unit 2, Week 1: Additional Work with Complex Text.
- Over the course of the component, each student works at her or his own pace. Encourage students to work as fluently and as productively as they can.
- Note: Students will use their This I Believe essays for Reading and Speaking Fluency/GUM in Unit 3.
- On Day 1, students look at a model, decide what makes an effective This I Believe essay, and plan their writing. On Day 3, students continue to write their opinion essay. Depending on the needs of your students, you may want to provide a focused mini lesson on a criterion from the Opinion Writing Checklist.
- **Differentiation:**
 - On Day 1: To provide heavier support, give students a graphic organizer similar to the one in the module lessons to organize their essay into four paragraphs: Introduction, Proof Paragraph #1, Proof Paragraph #2, and Conclusion.
 - On Day 3: Students will need different levels of support to complete their This I Believe essays. Some students may not have started their essays on Day 2 and need focused writing time. Some students may need help developing the reason they believe what they do. Consider working with a small group of students who need heavier support. To provide lighter support, allow students to exchange pieces and give each other peer feedback.
- **In advance:**
 - Day 1: Choose one essay from the This I Believe website (thisibelieve.org) to share with students. You can easily filter by age (under 18) or theme. Alternatively, you could write your own This I Believe essay as a model.
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ One essay from the This I Believe website (to display; see Teaching Notes)
- ✓ Chart paper (one piece; used to co-create list of criteria for an effective This I Believe essay)
- ✓ Paper (lined; one piece per student; used by students to create pre-writing plan)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ This I Believe essay (begun on Day 2; added to during this lesson; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review learning targets. Point out to students that this week they will be writing an opinion essay very similar to the This I Believe essay they read in module Lessons 2–3. In this essay, they will state one thing they believe and explain why they believe it and/or how they demonstrate their belief.
- Instruct students to complete step 1 on the activity card independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Share **one essay from the This I Believe website**. You may play the audio or read aloud the essays yourself.
- Ask the following question, and consider writing and displaying student responses on an impromptu graphic organizer or T-chart.

“Compare this essay to the This I Believe essay from Jackie Robinson. What do the This I Believe essays have in common?” (The author states a clear belief and then elaborates on that belief. The author uses specific evidence from his or her life to demonstrate how the author lives that belief or reasons that the author learned that belief.)

▲: Consider posting a simple discussion sentence frame, such as: “I noticed both essays _____ and _____.”

- If productive, cue students to add on to what a classmate said:
Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”
- Using a total participation technique and the list of commonalities, quickly guide students through a discussion of what makes an effective This I Believe essay. Note the criteria on a piece of **chart paper** for students to refer to throughout the component.
- Tell students to complete step 2 on the activity card with a partner.
- Encourage students to complete step 3 and use the **piece of paper** to make a This I Believe essay pre-writing plan. Circulate to provide support. Some students may benefit from orally processing their ideas as they write.
- ▲: If needed, create a generic writing plan together as a group that students can use to fill in specifics.

- Collect Teacher-Guided Student Activity Cards.
- Give students specific, positive feedback on their thinking. Tell them they will have time to continue creating a plan for their essay on Day 2. Prepare students for the next day's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card**.

Instruction for Day 3

- Invite students to retrieve their **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Ask students to retrieve their **This I Believe essays**.
- Instruct students to complete step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share out as they wish.
- After a few minutes, direct students to step 2. They should write silently. If useful, allow students to turn and talk about their ideas periodically with a partner.
- Remind students of their learning about em dashes and parentheses to add and set off ideas from Unit 2, Week 1: Additional Work with Complex Text. Encourage students to use this punctuation in their writing. Review as needed.
- Prepare students for Day 4's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card**. Point out that they will continue working on their This I Believe essays. When they finish their essays, they may annotate them. Express your confidence that they will be able to write continuously on Day 4. Brainstorm focusing strategies as needed.



Writing Practice



Unit 2, Week 2: Teacher-Guided Student Activity Card

(■●◆▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can plan an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

Day 3:

- I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

Student Materials

Day 1:

- ☒ Lined paper

Day 3:

- ☒ This I Believe essay

Directions:

Day 1

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

This week, you will write an opinion essay in response to this prompt:

What is one of your core beliefs? Why do you believe this? What evidence from your life shows that you believe this?

1. Use the space on the following pages to brainstorm at least three potential topics for your essay.

I believe ...

I believe this because ...

A specific time that I lived or learned this belief is ...

I believe ...

I believe this because ...

A specific time that I lived or learned this belief is ...

I believe ...

I believe this because ...

A specific time that I lived or learned this belief is ...

2. Choose one of the beliefs from step 1 and discuss it with a partner.

Use the sentence frames to help you.

- "I believe—with every fiber of my being—_____."
- "I learned this belief when I _____."
- "Because I believe _____, I try to _____. One time in particular, I _____."
- "My belief guides my actions. For example, _____."

3. On a piece of paper, create a This I Believe essay pre-writing plan. You may freewrite, jot down notes, or create an outline. To help you get started, you can use the sentence starters in step 1 to plan your essay.

Day 3

Prompt: What is one of your core beliefs? Why do you believe this? What evidence from your life shows that you believe this?

1. Discuss what you have written or planned so far in your This I Believe essay with a partner. Use these conversation prompts:

"I was pleased when I wrote _____ because _____."

"It was hard for me to write _____ because _____."

"Something I want to make better is _____ because _____."

2. Continue writing your This I Believe essay.



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can create words using roots and affixes. (L.5.4b, L.5.4c)

Day 3:

- I can use an academic vocabulary word in context. (L.5.6)

Student Materials

Day 1:

- ☒ Word Scramble Game Board
- ☒ Dictionary

Day 3:

- ☒ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card
- ☒ Dictionary

Directions:

Day 1

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

This week, you will work with the suffixes *-ness* and *-ity*.

Word Scramble Game

1. Prepare:

- Take a Word Scramble Game Board.
- Pair up within your group to read the rules of the game.
- Facilitator: Check that everyone understands how to play.

2. Find words:

- Timekeeper sets 5 minutes on the clock.
- Work in pairs to make and record as many words as you can.
- Record the words you have made in the table on the next page.

3. Share:

- At the end of 5 minutes, share your words with the rest of the group.

4. Define:

- On your own, choose four words. Write what you think the definition of each word is. Look carefully at the roots and the affixes to help you.
- Use a dictionary to check the definitions.

Word (and translation)	What you think it means	What it actually means

MORE CHALLENGE:

Use any of the words that you made in a sentence.

Day 3

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

1. Read your Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied. Say the word aloud three times.
2. Find a partner. Practice using that word in sentences. Say two sentences aloud to your partner using the word. Try to use the word with an adjective (*true greatness ...*) and with a verb (*achieve greatness ...*).
3. Write two sentences using that word below. You can write more sentences if you have time:

4. Practice changing adjectives into nouns by adding *-ness* on the end. Use adjectives such as *happy*, *sad*, *bitter*, *sorrowful*, *joyful*, *ridiculous*, or your own adjectives. Write at least three words below. Use a dictionary to help you.

MORE CHALLENGE:

If you have time, write more sentences using other *-ness* words in your vocabulary log.



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Word Scramble Game Board

Directions: Create as many words as you can by joining together words and affixes on the grid.

Tips:

- You will have 5 minutes.
- This will be challenging! Keep trying to make words until the end of the 5 minutes.
- The words and affixes do not need to be next to each other.
- Some words may have a prefix, a root, and a suffix. Example: de + struct + ive + ness = destructiveness.
- You can use a dictionary to help you.

de	struct	ment	ness
un	cred	ible	ive
in	tense	ity	able
atten	vent	accept	empty



Independent Reading



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my free choice reading text independently for 12 minutes. (RL.5.10/RI.5.10)

Day 3:

- I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10)

Day 4:

- I can listen carefully and ask questions of others about their free choice reading text. (RL.5.2/RI.5.2, RL.5.10/RI.5.10, SL.5.1)

Student Materials

Days 1, 2, and 4:

- ☒ 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)

Directions:

Days 1 and 2

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

1. Read your free choice reading text for 12 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

Day 4

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. The facilitator will go first:
 - Pass your free choice reading text around for the group to look at.
 - Share a summary of the text you have read so far.
 - "The main idea of this text is _____. Three details are _____ and _____ and _____."
 - "Right now, __(character)_____ wants _____, but __(the problem) _____. So _____."
 - Share a review of the text with reasons to justify your review.
 - "I think this text is __(great, boring, exciting, engaging, informative, confusing)_____ because _____. An example of this is _____."

Group: As the facilitator shares, consider what else you would like to know about that person's text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.
4. Group: Ask him or her questions.
 - "When you said _____, what did you mean?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
 - "Can you give an example of _____?"
5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*greatness*) with the suffix *-ness*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- On Day 4, students focus on an academic vocabulary word (*integrity*) with the prefix *-ity*. They practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:** Prepare independent student materials.

Materials

Day 2

- ☑ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Chart paper (one piece; used by the teacher to define the word)
- ☑ Affix List (from Module 1; one per student)
- ☑ Unit 2, Week 2: Word Study and Vocabulary: Student Task card (one for display)

Day 4

- ☑ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ☑ Chart paper (one piece; used by the teacher to define the word)
- ☑ Affix List (from Module 1; one per student)

Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card.

▲: Mini Language Dive

- “But I do believe—and with every fiber in me— / that what I was able to attain came to be / because we put behind us (no matter how slowly) the dogmas of the past: / **to discover the truth of today; and perhaps find the greatness of tomorrow.**”
- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *to discover the truth of today*: “We put behind dogmas to do what?” / Meaning: Robinson writes that, because we have dropped dogmas, we are free to figure out what feels right for society right now. (infinitive + noun + preposition + object = infinitive phrase / noun phrase)
 - *and perhaps find the greatness of tomorrow*: “To discover the truth of today and what else?” / Meaning: We may have a wonderful future because we put behind us the dogmas of the past. *Perhaps* tells us the greatness of tomorrow is a possibility but not a guarantee. (coordinating conjunction + adverb + infinitive + noun + preposition + object = infinitive phrase / noun phrase)
- Practice:

“They will come to school to discover _____ and perhaps find _____.”
- Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”

“Is finding the truth of today and the greatness of tomorrow a chance or a guarantee? How do you know?”
- Practice:

“Can you restate this sentence in your own words?”
- Guide students through completing the Vocabulary Tree.
 - ▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence.
 - ◆: Invite students to write several sentences.
- Prepare students for Day 3’s independent activity using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Follow the same routine as Day 2:
 - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
 - Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - Review the chart on the activity card.
- 🐡: Mini Language Dive
 - “I believe in the human race. I believe in the warm heart. **I believe in man’s integrity.** I believe in the goodness of a free society.”
 - Deconstruct: Discuss the sentences and each chunk. Language goals for focus structure:
 - *I believe in*: “Who does what?” / Meaning: Jackie Robinson thinks certain things are true. (subject pronoun + verb phrase)
 - *man’s integrity*: “He believes in what?” / Meaning: the honesty and good character of people. *Man’s* is a common, shortcut way to refer to both men’s and women’s. (noun phrase)
 - Practice:

“I believe in _____. I believe in _____. I believe in _____. I believe in _____.”
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”
 - Practice:

“What do all these sentences have in common—in language and in theme?”
(subject + verb phrase + noun phrase)
- Guide students through completing the Vocabulary Tree. See Day 2 instruction.
- 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 2, Week 2: Teacher-Guided Student Activity Card (■)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

Student Materials

Day 2 and Day 4:

- ☒ Affix List
- ☒ Dictionary

Directions:

Day 2

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

"But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the **greatness** of tomorrow."

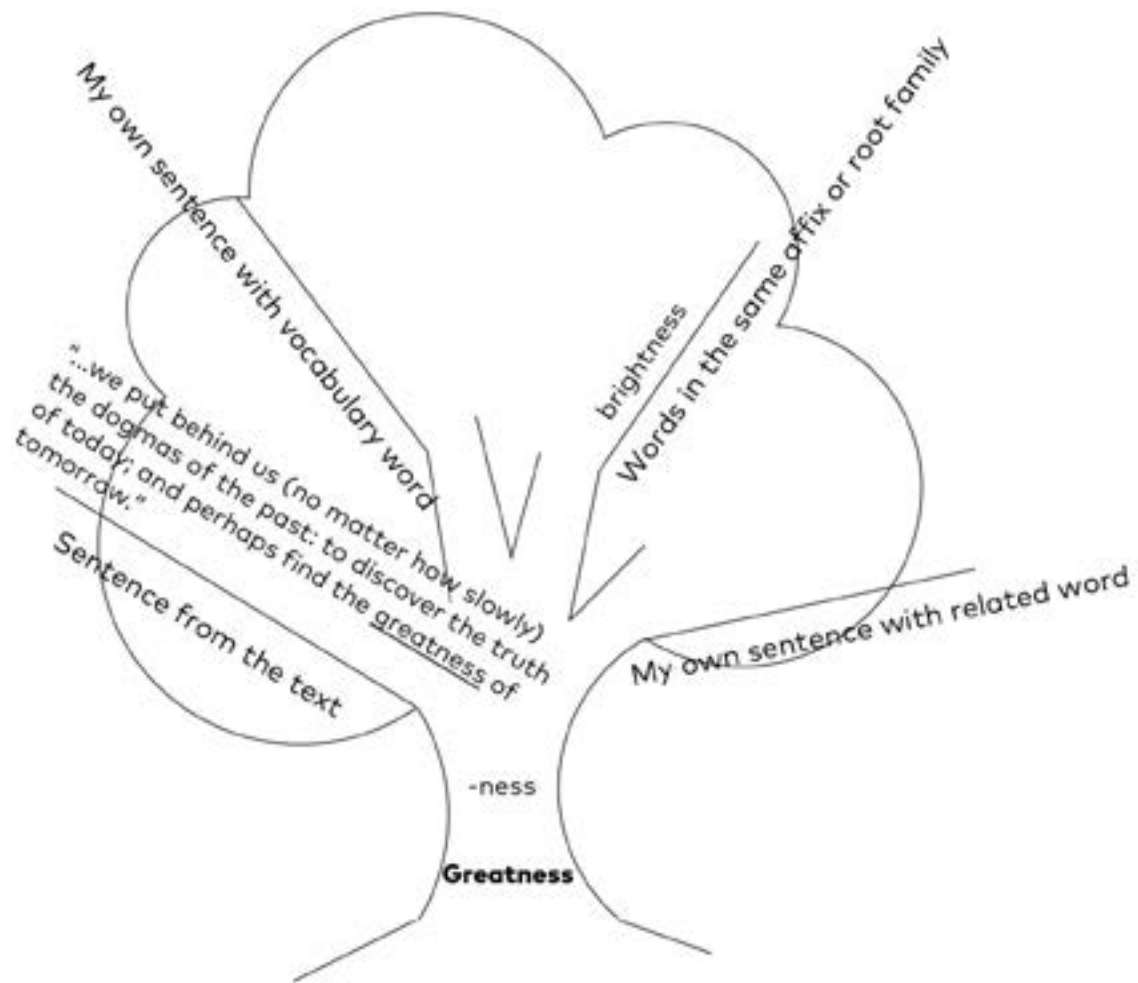
Source: "This I Believe: Free Hearts and Minds at Work"

The word is **"greatness."**

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

2. Complete the Vocabulary Tree for the word **greatness**:



Day 4

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

"I believe in the human race. I believe in the warm heart. I believe in man's **integrity**. I believe in the goodness of a free society."

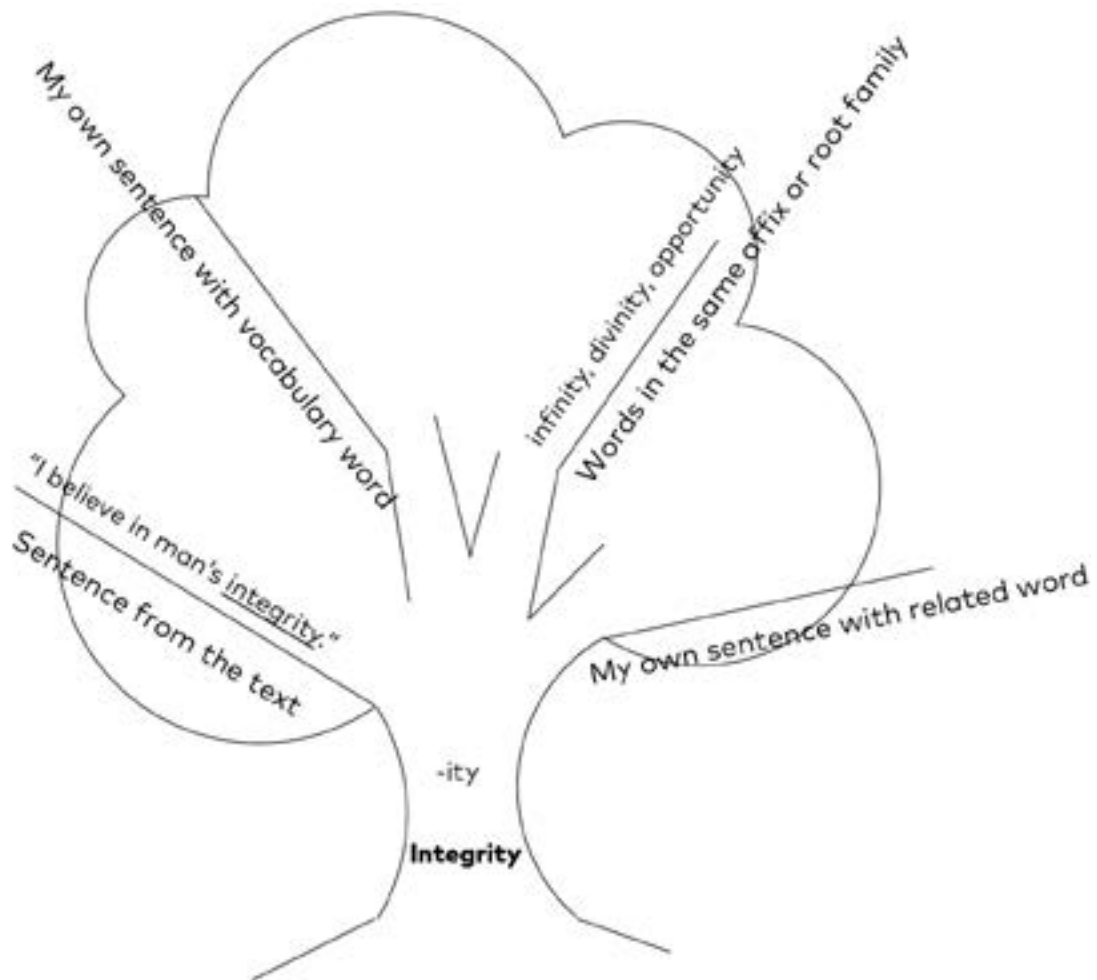
Source: "This I Believe: Free Minds and Hearts at Work"

The word is **"integrity."**

- 1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	<i>integer—whole, perfect condition</i>	<i>-ity</i>	

2. Complete the Vocabulary Tree for the word **integrity**:





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

Student Materials

Day 2 and Day 4:

- ☒ Affix List
- ☒ Dictionary

Directions:

Day 2

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

"But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the **greatness** of tomorrow."

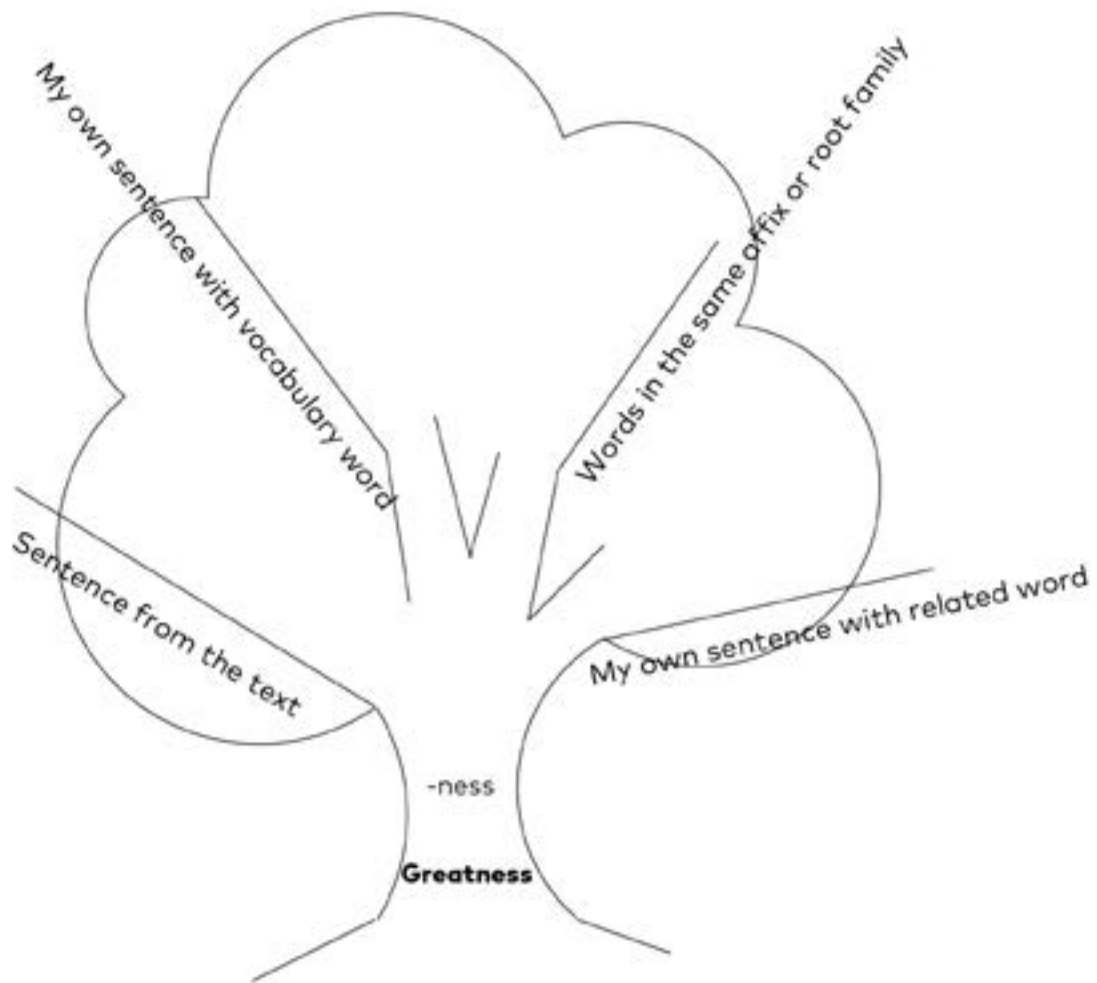
Source: "This I Believe: Free Hearts and Minds at Work"

The word is "**greatness**."

- Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

2. Complete the Vocabulary Tree for the word **greatness**:



Day 4

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

"I believe in the human race. I believe in the warm heart. I believe in man's **integrity**. I believe in the goodness of a free society."

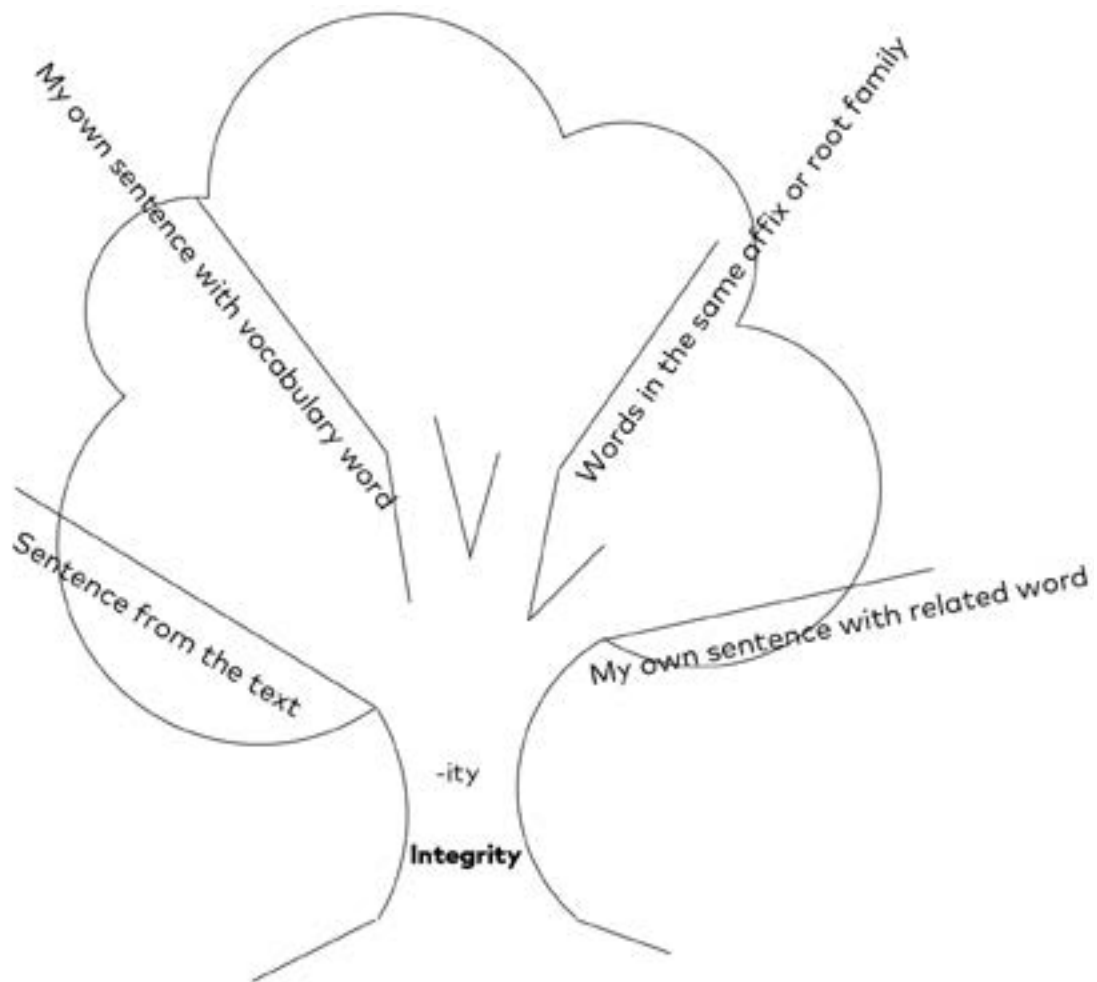
Source: "This I Believe: Free Minds and Hearts at Work"

The word is **"integrity."**

- 1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	<i>integer—whole, perfect condition</i>		

2. Complete the Vocabulary Tree for the word **integrity**:





Word Study and Vocabulary



Unit 2, Week 2: Teacher-Guided Student Activity Card (A)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

Student Materials

Day 2 and Day 4:

- ☒ Affix List
- ☒ Dictionary

Directions:

Day 2

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

"But I do believe—and with every fiber in me—that what I was able to attain came to be because we put behind us (no matter how slowly) the dogmas of the past: to discover the truth of today; and perhaps find the **greatness** of tomorrow."

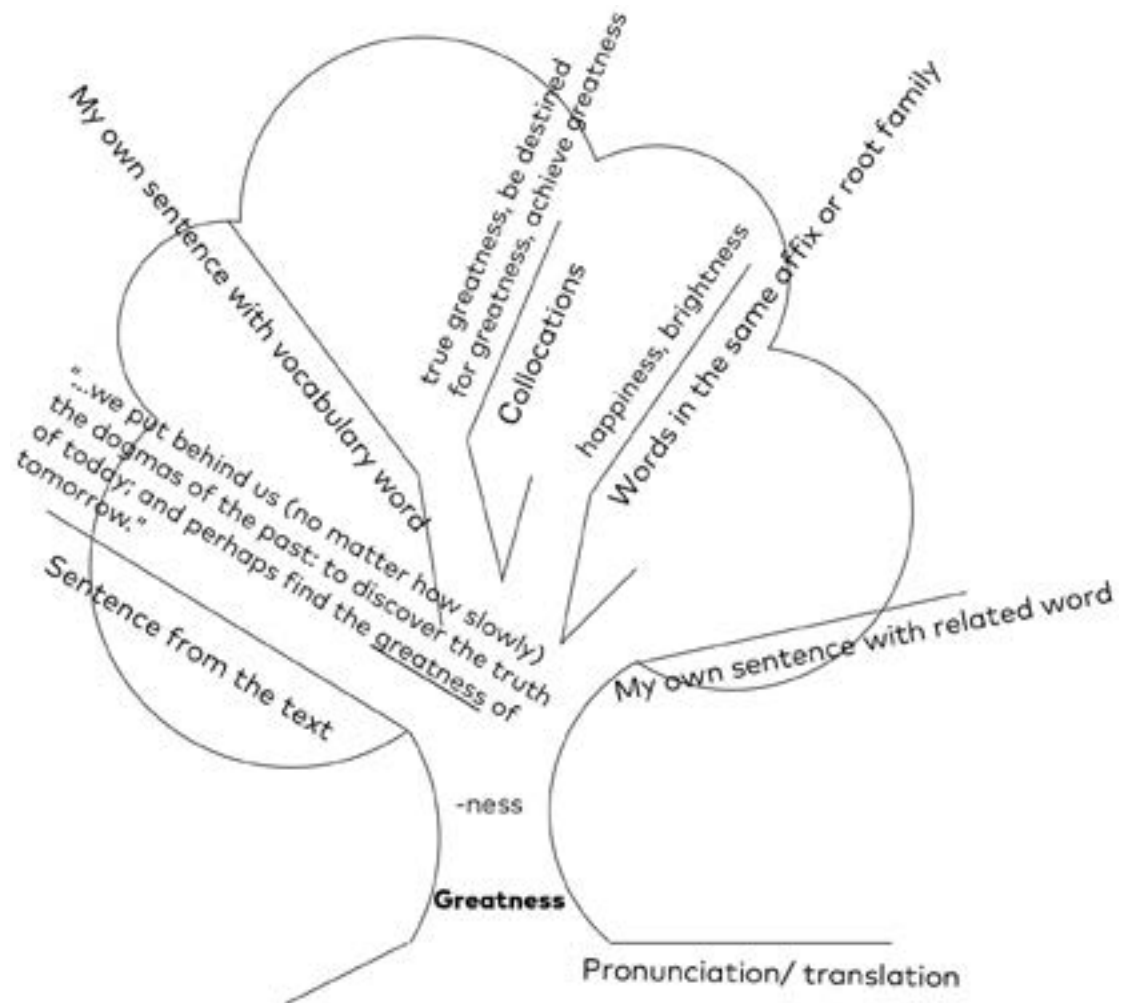
Source: "This I Believe: Free Hearts and Minds at Work"

The word is **"greatness."**

- Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix

2. Complete the Vocabulary Tree for the word greatness:



Day 4

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

"I believe in the human race. I believe in the warm heart. I believe in man's **integrity**. I believe in the goodness of a free society."

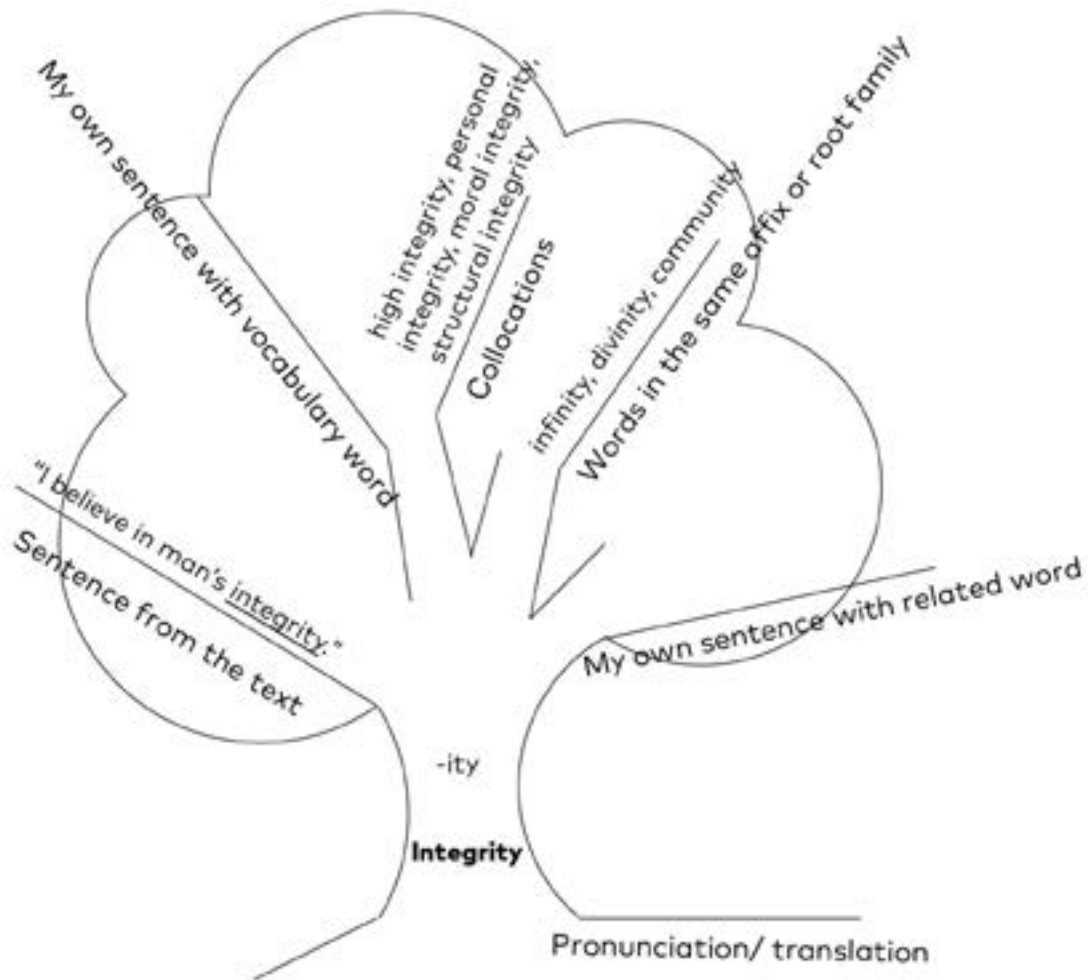
Source: "This I Believe: Free Minds and Hearts at Work"

The word is **"integrity."**

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	<i>integer—whole, perfect condition</i>	<i>-ity</i>	

2. Complete the Vocabulary Tree for the word **integrity**:





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

Student Materials

Day 2 and Day 4:

- ☒ Affix List
- ☒ Dictionary

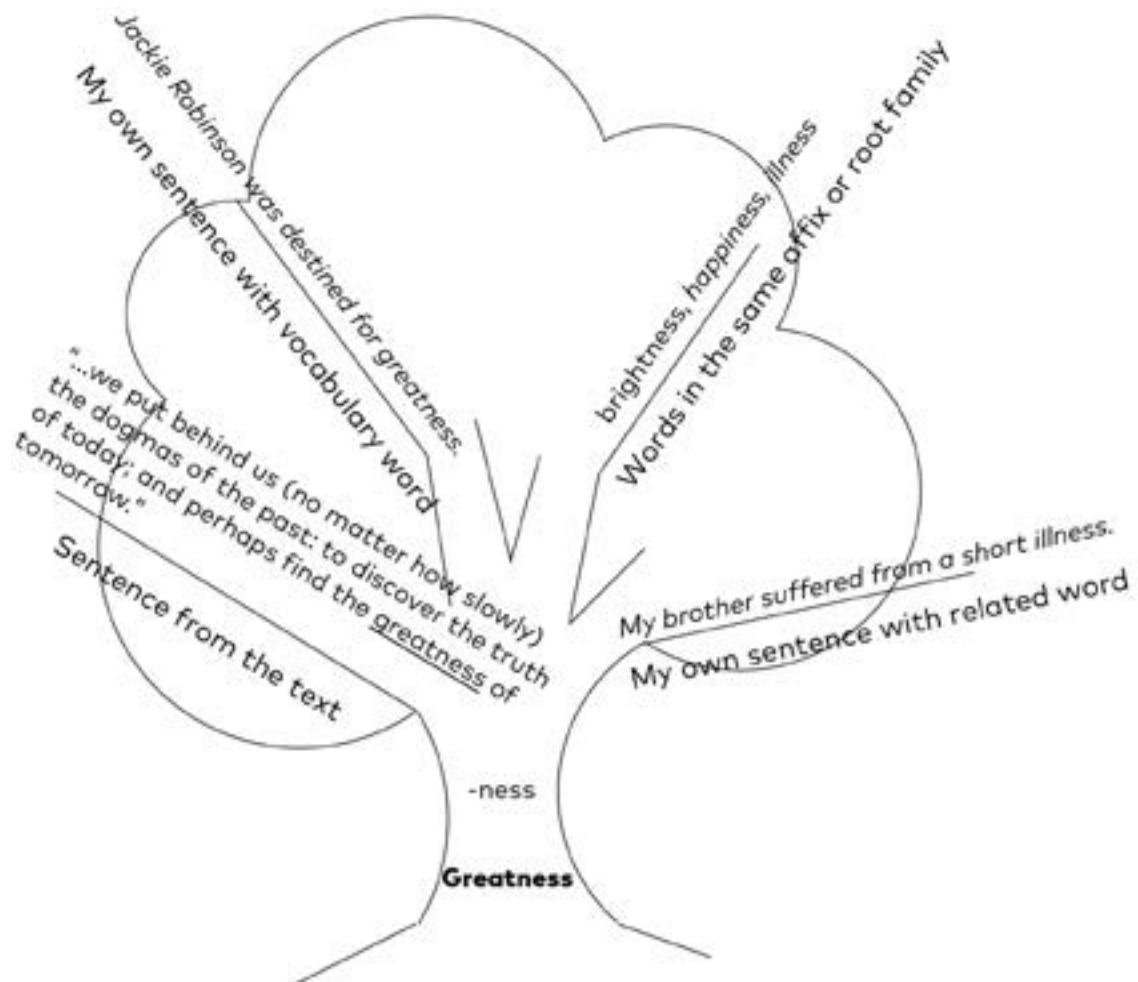
Day 2

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

Prefix	Root	Suffix	Definition of Affix
	<i>great—very good, fantastic</i>	<i>-ness</i>	<i>condition, state of</i>

2. Complete the Vocabulary Tree for the word **greatness**:

Responses will vary, but may include:



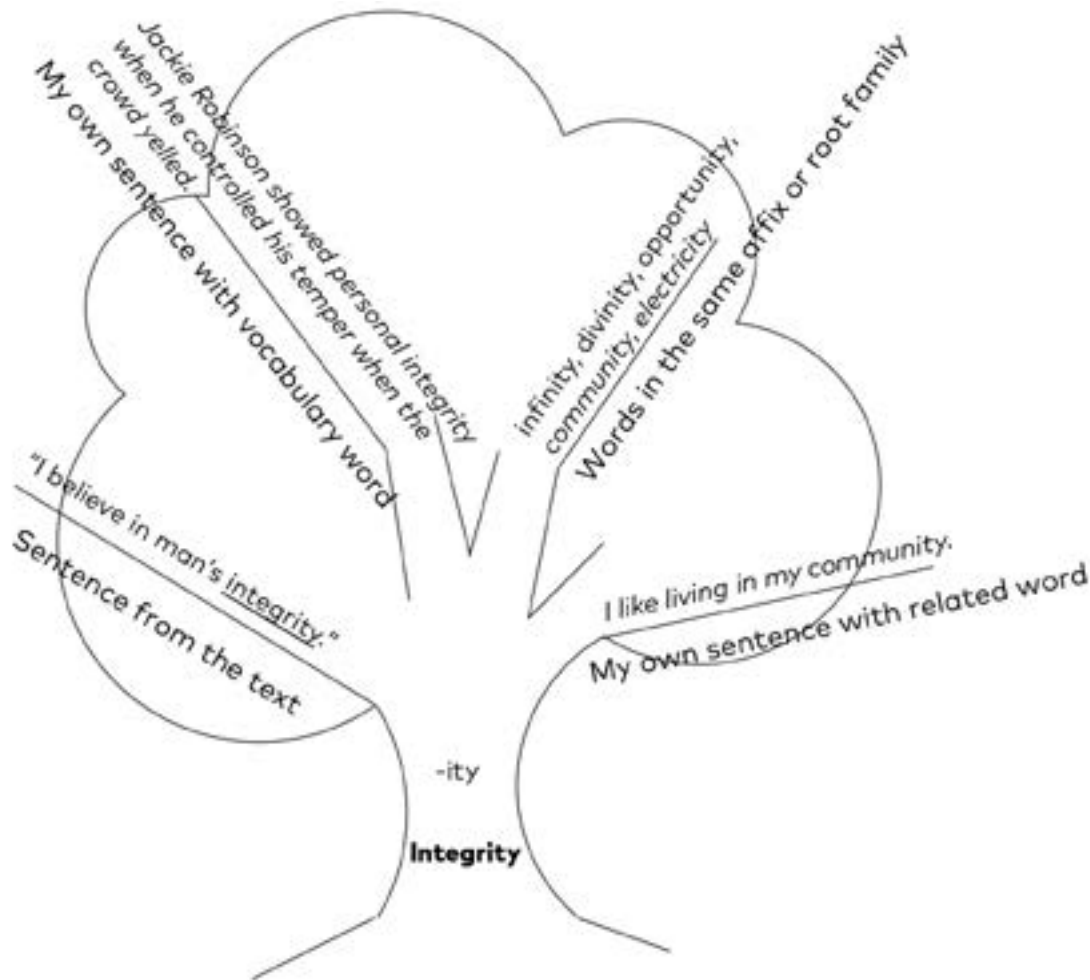
Day 4

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

Prefix	Root	Suffix	Definition of Affix
	integer—whole, perfect condition	-ity	<i>state of or quality of</i>

2. Complete the Vocabulary Tree for the word **integrity**:

Responses will vary, but may include:





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ity*. (RF.5.3a, L.5.4b)

Student Materials

Day 2 and Day 4:

- ☒ Affix List
- ☒ Dictionary

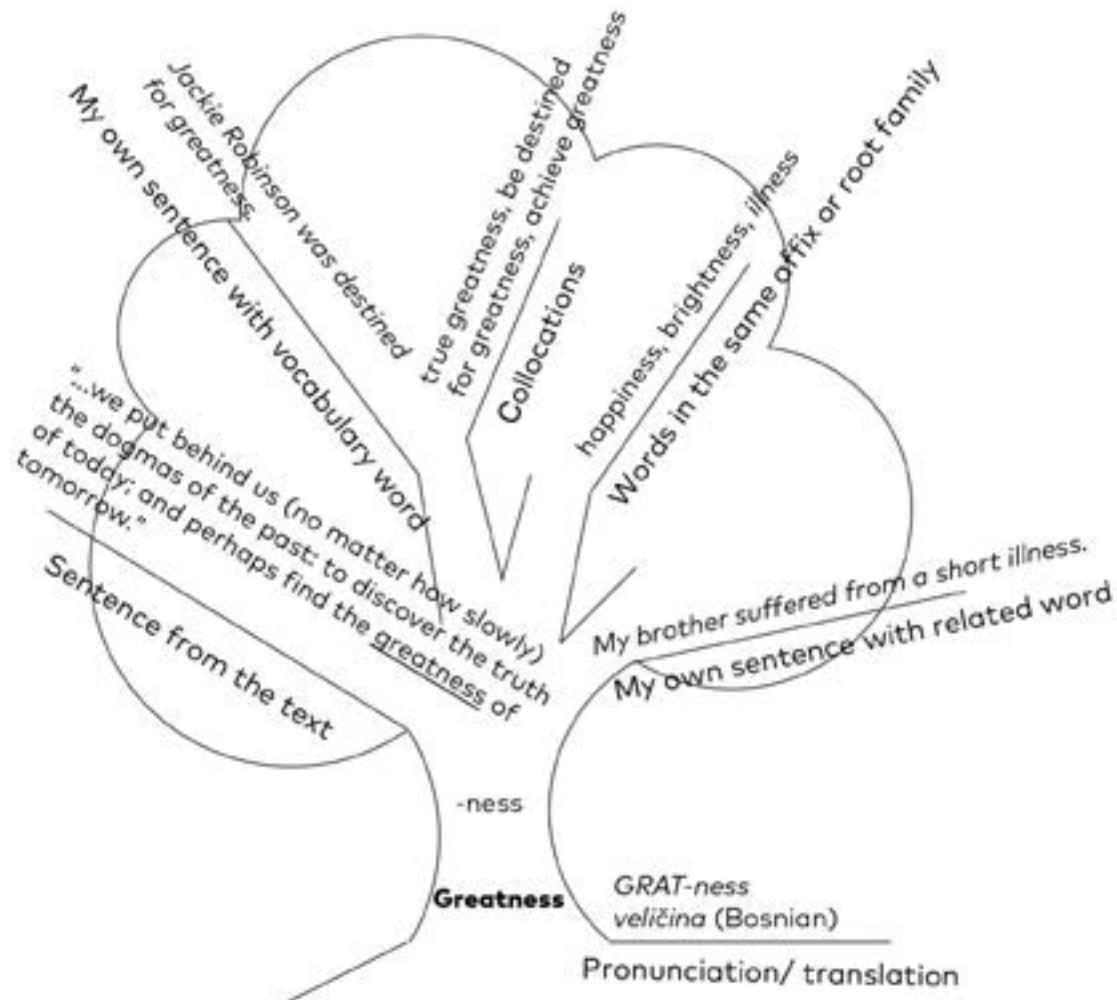
Day 2

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

Prefix	Root	Suffix	Definition of Affix
	<i>great—very good, fantastic</i>	<i>-ness</i>	<i>condition, state of</i>

2. Complete the Vocabulary Tree for the word **greatness**:

Responses will vary, but may include:



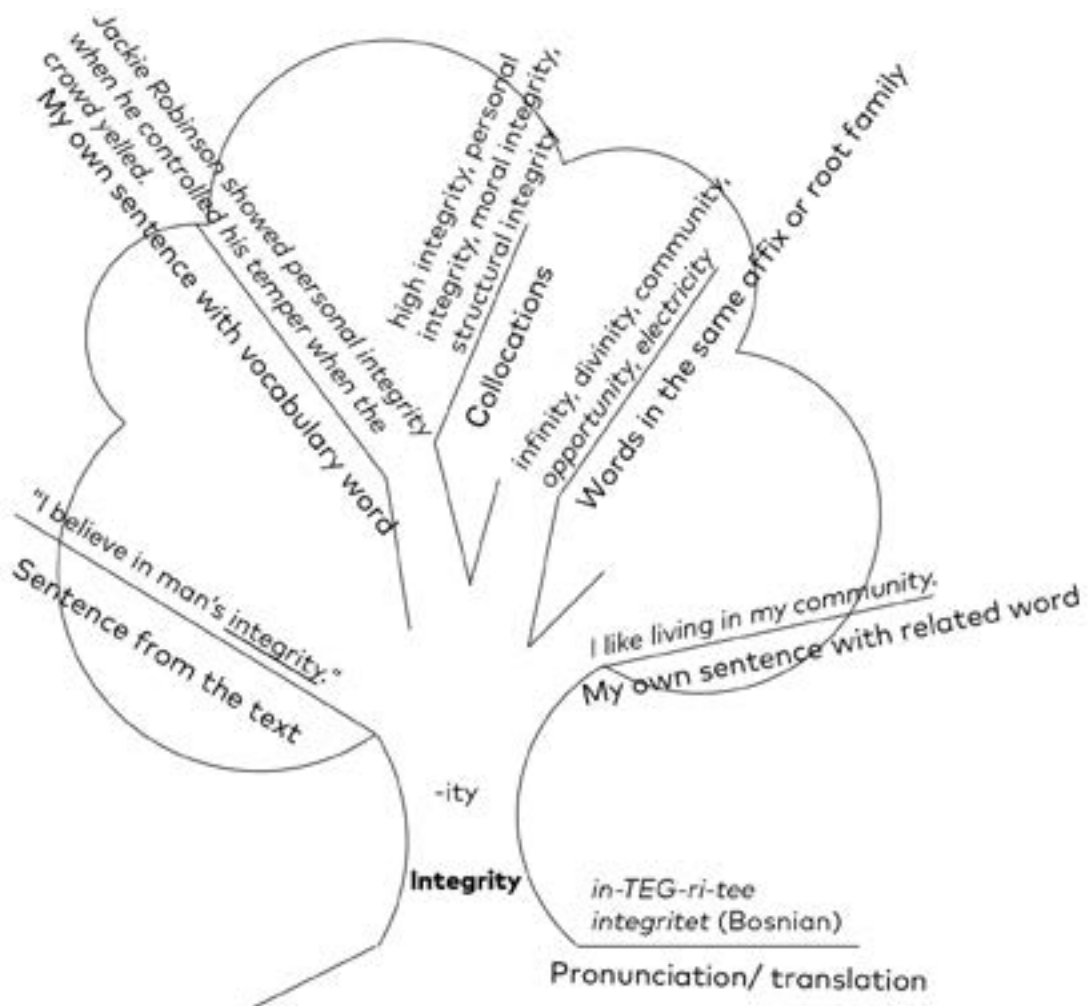
Day 4

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

Prefix	Root	Suffix	Definition of Affix
	integer—whole, perfect condition	-ity	state of or quality of

2. Complete the Vocabulary Tree for the word **integrity**:

Responses will vary, but may include:





Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Target

Day 2 and Day 4:

- I can write an opinion essay that states what I believe and the reasons I believe it. (W.5.1)

Student Materials

Day 2:

- ☒ This I Believe essay pre-writing plan
- ☒ Lined paper

Day 4:

- ☒ This I Believe essay
- ☒ Colored pencils (optional; red, green, yellow, blue)

Directions:

Day 2

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

Today, you will begin writing an essay in answer to this prompt:

What is one of your core beliefs? Why do you believe this? What evidence from your life shows that you believe this?

1. Write your essay.

- First, complete your This I Believe essay pre-writing plan.
- When you are done, find a partner and take turns discussing your ideas. Point to your pre-writing plan as you discuss.

Use these sentence frames to help you:

- "I believe—with every fiber of my being—_____."
- "I learned that _____—my core belief—when I _____."
- "Because I believe _____, I try to _____. One time in particular, I _____."

- "My belief guides my actions _____. For example, _____."
- "Without my belief _____ (and no one should _____), I would _____."

- Begin writing your essay on the lined piece of paper.

Day 4

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

Prompt: What is one of your core beliefs? Why do you believe this? What evidence from your life shows that you believe this?

1. Finish writing your This I Believe essay.

MORE CHALLENGE:

Using the colored pencils, annotate your completed essay:

- Underline in **red** the sentences where you catch the reader's attention or introduce the topic.
- Underline in **green** the sentence where you clearly state your belief.
- Underline in **yellow** the sentences where you give the reasons you believe what you do.
- Underline in **blue** the sentences where you give a personal example of you learning or living your belief.
- Underline in **green** the sentences where you conclude your essay and reinforce your belief.

MORE CHALLENGE:

Answer one or more of the questions below.

- What does your essay have in common with other This I Believe essays?
- How did you decide to conclude your essay? Why did you conclude it that way?
- What verb tenses did you use in your essay? How were they helpful in communicating your beliefs?
