

**Grade 5:** Module 3: Unit 1

# Additional Language and Literacy Block

# Table of Contents

## Grade 5: Additional Language and Literacy Block: Module 3

### Unit 1

Overview .....	2
Sample Calendar .....	4

#### Unit 1, Week 1, Days 1 and 3

Reading and Speaking Fluency/GUM: Teacher Guide .....	11
Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■●◆▲) .....	15
Additional Work with Complex Text: Student Task Card .....	16
Additional Work with Complex Text: Student Task Card (Answers, for Teacher Reference) .....	20
Independent Reading: Student Task Card .....	21

#### Unit 1, Week 1, Days 2 and 4

Additional Work with Complex Text: Teacher Guide .....	24
Additional Work with Complex Text: Teacher-Guided Student Activity Card (■●◆▲) .....	27
Additional Work with Complex Text: Key Terms from the Timeline Card .....	32
Additional Work with Complex Text: Language Dive Guide II: <i>Promises to Keep</i> ...	36
Additional Work with Complex Text: Language Dive Chunk Chart II: <i>Promises to Keep</i> .....	37
Additional Work with Complex Text: Language Dive Sentence Strip Chunks II: <i>Promises to Keep</i> .....	40
Reading and Speaking Fluency/GUM: Student Task Card .....	41

#### Unit 1, Week 2, Days 1 and 3

Writing Practice: Teacher Guide .....	43
Writing Practice: Teacher-Guided Student Activity Card (■●◆▲) .....	46
Writing Practice: Factors for Success Quotes (■●) .....	50
Word Study and Vocabulary: Student Task Card .....	52
Word Study and Vocabulary: 'Who Has...?' Word Cards .....	55
Independent Reading: Student Task Card .....	57

#### Unit 1, Week 2, Days 2 and 4

Word Study and Vocabulary: Teacher Guide .....	60
Word Study and Vocabulary: Teacher-Guided Student Activity Card (■) .....	63
Word Study and Vocabulary: Teacher-Guided Student Activity Card (●◆) .....	67
Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲) .....	71

Word Study and Vocabulary: Teacher-Guided Student Activity Card (■●◆)  
(Answers, for Teacher Reference) ..... 75

Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲)  
(Answers, for Teacher Reference) ..... 78

Writing Practice: Student Task Card.....81

(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 1 OVERVIEW


**Reading and Speaking  
Fluency/GUM**  
RF.5.4

- Students are allocated a fluency passage for the week from *Promises to Keep*. They self-assess their fluency, set goals, and practice reading the passage, including using appropriate tone and noticing and reading punctuation correctly.
- *ELLs complete the same activities as other students, with an additional Mini Language Dive.*
- Suggested student grouping for teacher-guided instruction: group 1 ●▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


**Additional Work with  
Complex Text**  
RI.5.1, RI.5.4, RI.5.10,  
L.5.1, L.5.1a, L.5.4b,  
L.5.6

- Students closely study the timeline at the bottom of pages 8–9 in *Promises to Keep*. They define key terms from the timeline and build background on the struggle for equality in U.S. history. All students participate in a Language Dive on Day 4.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ●▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


**Independent Reading**  
RL.5.2, RL.5.10, RI.5.2,  
RI.5.10, SL.5.1

- Students read both 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.
- *ELLs complete the same activities as other students.*


**Writing Practice**  
RI.5.3, W.5.2

- Students write an informative paragraph on one of the factors for Jackie Robinson's success.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


**Word Study and  
Vocabulary**  
RF.5.3a, L.5.4b, L.5.6

- Students analyze two academic vocabulary words (*unacceptable* and *resentment*) and their affixes (using Vocabulary Trees).
- *ELLs complete the same activities as other students, with additional Mini Language Dives.*
- Suggested grouping: 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 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 1</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 2</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 3</b>  ALL Block: Week 1, Day 1  <i>**Note: In these ALL Block components, students work with a text introduced in Unit 1, Lesson 2 of the module lessons.</i>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students are introduced to fluency texts and use the fluency checklist for self-assessment. They identify strengths and set goals.** <b>Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)</b> <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> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card</li> </ul>	<b>Additional Work with Complex Text</b> <b>Overview:</b> All students read the timeline on pages 8–9 in <i>Promises to Keep</i> . They complete a scavenger hunt to find details that help them infer information from the text.** <b>Learning Target: I can use details from the text to infer information. (RI.5.1, RI.5.4, RI.5.10, L.5.4b)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Additional Work with Complex Text: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read research texts and log their reading. <b>Learning Target: I can read my research reading text independently for 12 minutes. (RI.5.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Independent Reading: Student Task Card</li> </ul>

(continued)

ALL 5M3 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b>  ALL Block: Week 1, Day 2	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, all students review key terms from the text. They then draw a symbol to help them synthesize the information. <b>Learning Target:</b> I can explain key terms from the text. (RI.5.4, L.5.6) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card</li> <li>Key Terms from the Timeline Card</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to a partner. <b>Learning Target:</b> I can help my partner self-assess his or her reading fluency. (RF.5.4) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read research texts and log their reading. <b>Learning Target:</b> I can read my research reading text independently for 12 minutes. (RI.5.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 5</b>  ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> With teacher guidance, all students learn how to consider punctuation, including commas, when reading aloud. They then apply this skill to read their fluency passage fluently. <b>Learning Target:</b> I can read punctuation to help me read a text aloud fluently. (RF.5.4) <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> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> All students follow a task card to present one of their key terms to the group. They create a Steps to a More Equal Society chart. <b>Learning Target:</b> I can explain key terms from the text. (RI.5.4, L.5.6) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to read and respond to a prompt. <b>Learning Target:</b> I can use the five W's to explain what I have learned through research reading. (RI.5.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

(continued)

ALL 5M3 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 6</b>  ALL Block: Week 1, Day 4	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, all students participate in a Language Dive on a compelling sentence from <i>Promises to Keep</i> . This supports student learning in Unit 1, Week 2: Writing Practice, where students write an informative paragraph. <b>Learning Targets:</b> I can understand and use complex English language structures to talk about factors for success. (L.5.1) <b>I can understand and use the preposition <i>including</i> to insert and emphasize an example.</b> (L.5.1a) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Language Dive Guide II: <i>Promises to Keep</i></li> <li>Language Dive Chunk Chart II: <i>Promises to Keep</i></li> <li>Language Dive Sentence Strip Chunks II: <i>Promises to Keep</i></li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> All students follow a task card to read/perform their fluency passages aloud to the whole group. Then they self-assess to determine progress. <b>Learning Target:</b> I can read a passage aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. <b>Learning Target:</b> 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> <b>Printed Materials:</b> N/A

(continued)



ALL 5M3 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 7</b>  ALL Block: Week 2, Day 1	<b>Writing Practice</b>  <b>Overview:</b> With teacher guidance, all students note how the parts of a well-written paragraph mirror the parts of a well-written essay and create a writing plan for their informative paragraph (or, for students who seek additional challenge, a full essay).  <b>Learning Target: I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text.</b> (RI.5.3, W.5.2)  <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Writing Practice: Teacher Guide</li> <li>Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card</li> <li>Factors for Success Quotes (■▲)</li> </ul>	<b>Word Study and Vocabulary</b>  <b>Overview:</b> All students follow a task card to play a game to review the usage and definition of the suffixes <i>-able</i> and <i>-ible</i> .  <b>Learning Target: I can practice using words with a new suffix.</b> (L.5.4b)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Word Study and Vocabulary: Student Task Card</li> <li>Who Has...? word cards</li> </ul>	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to independently read and log their reading.  <b>Learning Target: I can read my free choice reading text independently for 12 minutes.</b> (RL.5.10/RI.5.10)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Independent Reading: Student Task Card</li> </ul>

(continued)

ALL 5M3 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 8</b>  ALL Block: Week 2, Day 2	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>unacceptable</i> with a focus on the suffix <i>-able</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. <b>Learning Target:</b> I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-able</i> or <i>-ible</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> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)</li> </ul>	<b>Writing Practice</b> <b>Overview:</b> All students follow a task card to write their informative paragraphs. <b>Learning Target:</b> I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Writing Practice: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Target:</b> 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> <b>Printed Materials:</b> N/A

(continued)

ALL 5M3 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 9</b>  ALL Block: Week 2, Day 3	<b>Writing Practice</b>  <b>Overview:</b> With teacher guidance, all students read and annotate a student exemplar from module Lesson 6 and discuss introductory and concluding sentences. They then annotate their own paragraphs and begin to revise or write a new paragraph.  <b>Learning Target:</b> I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2)  <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i>  <b>Printed Materials:</b> N/A	<b>Word Study and Vocabulary</b>  <b>Overview:</b> All students follow a task card to use the academic vocabulary word <i>analyzed</i> during teacher instruction on Day 2 in context.  <b>Learning Target:</b> I can use an academic vocabulary word in context. (L.5.6)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> N/A	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to read and respond to a reading prompt.  <b>Learning Target:</b> 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>  <b>Printed Materials:</b> N/A
<b>Lesson 10</b>  ALL Block: Week 2, Day 4	<b>Word Study and Vocabulary</b>  <b>Overview:</b> With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>resentment</i> with a focus on the suffix <i>-ment</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.  <b>Learning Target:</b> I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ment</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 an additional Mini Language Dive.</i>  <b>Printed Materials:</b> N/A	<b>Writing Practice</b>  <b>Overview:</b> All students follow a task card to revise or write an informative paragraph and write for the full 15 minutes.  <b>Learning Target:</b> I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> N/A	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to participate in a Text Share within the group.  <b>Learning Target:</b> 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>  <b>Printed Materials:</b> N/A

(continued)

ALL 5M3 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



## Reading and Speaking Fluency/GUM

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)

##### Day 3

- I can read punctuation to help me read a text aloud fluently. (RF.5.4)

#### Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages. Note: There is no Teacher-Guided Student Activity Card for Day 3. Students mark their fluency passage.
- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Module 1 Appendix for additional information on Language Dives and for the Questions We Can Ask during a Language Dive anchor chart.
- **Differentiation:** Each group of students will read a different excerpt of text from *Promises to Keep* based on their fluency skills. To provide additional language support, lead students through the Mini Language Dives.
- **In advance:** Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ *Promises to Keep* (from module Lesson 1; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 1 ALL; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

##### Day 3

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Fluency passage (from Day 1: one per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)



## Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Invite students to retrieve their copies of **Promises to Keep** and use the **sticky notes** to mark the fluency passage they will use to work on reading fluency.
  - Page 6: from the beginning of the introduction to the paragraph that ends with “reminded me that I deserved better.”
  - Pages 6–7: from the beginning of the introduction to the paragraph that ends with “All we had to do was pay attention to the way our parents lived....”
  - Pages 6–7: from the beginning of the introduction to the paragraph that ends with “So, yes, I knew my dad well as a father and as a man.”
- Invite students to preview the text by silently reading it independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Mini Language Dive:
  - “**Whether I was** / learning to walk, / wildly swinging the bat at a fastball, / tackling one of my brothers during a football game, / or singing a show tune from *West Side Story* on the rock ledge of our fireplace, / Dad encouraged me with his praise and loving smile.”
  - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
    - *whether*: “Doing what?” / Meaning: The author uses the conjunction *whether* to introduce a series of alternative scenarios (in a long dependent clause of alternatives joined by commas that mean *or* and finally, *or*) that all apply to the independent clause *Dad encouraged me*. Suggested question: “What do all the actions have in common?” (conjunction)
    - *I was*: “Who?” / Meaning: The author was the one doing the various actions. Suggested questions: “Who was doing the action of the sentence? When were the actions happening? Were they happening all at the same time? How do you know?” (past tense verb)
  - Practice:
 


**“Whether I was \_\_\_\_\_ or \_\_\_\_\_, my friend thought \_\_\_\_\_.”**
  - Reconstruct: Reread the sentence. Ask:
 


**“Now what do you think the sentence means?”**

**“How does your understanding of this sentence add to your understanding of the author’s relationship with her father?”**
  - Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “Whether I am \_\_\_\_\_ or \_\_\_\_\_, my parents encourage me with \_\_\_\_\_.”
- Distribute the **Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion, as needed.
- Invite students to highlight the following focus criteria for this week:
  - “I can read all/almost all of the words correctly.”
  - “I can read groups of related words and phrases together.”

- “I can notice and read punctuation.” (Note: Add “and italics” to the checklist.)
- “I can use the appropriate tone to express the author’s meaning.”
- Choose one or two paragraphs from the excerpt and read it three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (Students in the  group may not have time for this step. Consider prioritizing choral reading, in the subsequent bullet, instead.)
- Invite students to read the excerpt (or a portion of the excerpt) aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.
- : Consider posting the following sentence frames:
  - “One of my strengths is \_\_\_\_\_ because \_\_\_\_\_.”
  - “My goal is \_\_\_\_\_. I will achieve it by \_\_\_\_\_.”
- If time permits, invite students to tell their goals to a partner.
- Collect Teacher-Guided Student Activity Cards and review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

### Instruction for Day 3

- Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.
- Remind students of the **Fluent Readers Do These Things anchor chart**. Review learning targets.
- Invite students to refer to their **fluency passage** and ask them to skim it and note how many different types of punctuation they can find. They should discuss with a partner how each of these types of punctuation affects the tone of their voice while they read. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ask students to share out the types of punctuation they found and the effect of the punctuation. (There are commas, periods, dashes, quotation marks, periods, exclamation points, semicolons, question marks, and apostrophes.)
- Read the group fluency passage and model how the punctuation (especially commas, periods, and semicolons) adds pauses and changes the tone of voice you might use. Note that this is closely related to the criterion “I can read groups of related words and phrases together.”
- : Ensure the effect of punctuation is transparent. Ask:
 

***“What if we remove the commas, periods, and semicolons in this passage? How does that affect our voice and aid in comprehension?” Tell students you will give them time to think and discuss with their partner. (Punctuation signals a pause and change in tone. It helps the reader understand the separate ideas in the text.)***
- : Mini Language Dive: **“To this day,** / I’m mesmerized by newsreels / of my dad rounding bases, / joyously clapping his hands / as he outfoxes another pitcher.”



- Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
  - *To*: “When?” / Meaning: *to* tells us a point at the end of a period of time. Suggested question: “What is another way to say *to* in this sentence?” (Up until) (preposition)
  - *this day*: “To when?” / Meaning: *This day* means right now, today. Suggested question: “What if we replace *this day* with *today*?” (pronoun + noun = noun phrase)
  - *To this day*: “When is she mesmerized?” / Meaning: *To this day* is an emphatic, interesting way for the author to say that things that happened in the past continue to affect her. Suggested question: “Why would the author say that she is still affected by seeing video of her father?” (preposition + noun phrase = prepositional phrase, introductory element)
- Practice:
 

***“To this day, I’m mesmerized by \_\_\_\_\_.” / Ask: “What is another way to say this chunk?” (Even today ...)***
- Reconstruct: Reread the sentence. Students can take the roles of Sharon Robinson in the present and Jackie Robinson and the pitcher in the past and act out the sentence. Ask:
 

***“What is the author trying to show about how she feels about her father?”***
- Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “To this day, I am \_\_\_\_\_.” Ask:
 

***“Can we say this sentence in a different order? How?”***
- Invite students to practice reading their passages aloud with a partner, adding pauses and changing the tone of voice they use according to the punctuation. If time permits, students may practice reading their excerpt with different levels of expression (e.g., as a robot that doesn’t pause or change tone, and then very expressively).
- Prepare students for Day 4’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to remember their goal from Day 1 (if needed, redistribute Teacher-Guided Student Activity Cards). Remind students they will have a chance to assess their progress toward this goal on Day 4.





## Reading and Speaking Fluency/GUM



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

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Target

#### Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)

### Student Materials

#### Day 1

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist
- ☒ Fluent Readers Do These Things anchor chart
- ☒ Highlighter

### Directions:

#### Day 1

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

**Reading fluency:** ability to read without sounding out every word and reading smoothly in the way that the author meant for his or her text to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write. "I am good at \_\_\_\_."

---



---

3. Discuss with a partner, then write. "I want to get better at \_\_\_\_ because \_\_\_\_."

---



---



## Additional Work with Complex Text



### Unit 1, Week 1: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Targets

#### Day 1:

- I can use details from the text to infer information. (RI.5.1, RI.5.4, RI.5.10, L.5.4b)

#### Day 3:

- I can explain key terms in the text. (RI.5.4, L.5.6)

### Student Materials

#### Day 1:

- ☒ *Promises to Keep*

#### Day 3:

- ☒ Chart paper (one piece per group)
- ☒ Key Terms from the Timeline Card

### Directions:

#### Day 1

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

1. Read the timeline on the bottom of pages 8–9 in *Promises to Keep*. Discuss the meaning of the following vocabulary:
  - To ban the *importation* of slaves means \_\_\_\_\_. (Hint: The root word is *import*, which means to bring in.)
  - The *amendments* to the Constitution are \_\_\_\_\_. (Hint: The root word is *amend*, which means to change or add something more.)
  - To have *citizenship* means that a person \_\_\_\_\_. (Hint: The root word is *citizen*.)

Another word or collocation our group discussed: \_\_\_\_\_.

## 2. Scavenger Hunt:

Read the statements below. Then hunt for the sentence or phrase that helps you decide if the statement is true or false.

<p>All black people in the United States were enslaved until 1863.</p> <p><b>True</b> or <b>False</b></p>	<p>Where did you find the answer?  <i>"1776"—it says that there were 55,000 free black people.</i></p>
<p>The Civil War started because President Lincoln freed the slaves in the Confederate states.</p> <p><b>True</b> or <b>False</b></p>	<p>Where did you find the answer?</p>
<p>Because of the 14th Amendment, all laws should apply equally regardless of race.</p> <p><b>True</b> or <b>False</b></p>	<p>Where did you find the answer?</p>
<p>When slavery ended, black people in the United States had all the same rights as white people, including the right to vote.</p> <p><b>True</b> or <b>False</b></p>	<p>Where did you find the answer?</p>

**MORE CHALLENGE:**

<p>After the Revolutionary War, all people living in the United States were finally free.</p> <p><b>True</b> or <b>False</b></p>	<p>Where did you find the answer?</p>
<p>Because it was illegal to bring in new slaves after 1808, most of the black people in the United States were free and slavery wasn't a major issue.</p> <p><b>True</b> or <b>False</b></p>	<p>Where did you find the answer?</p>

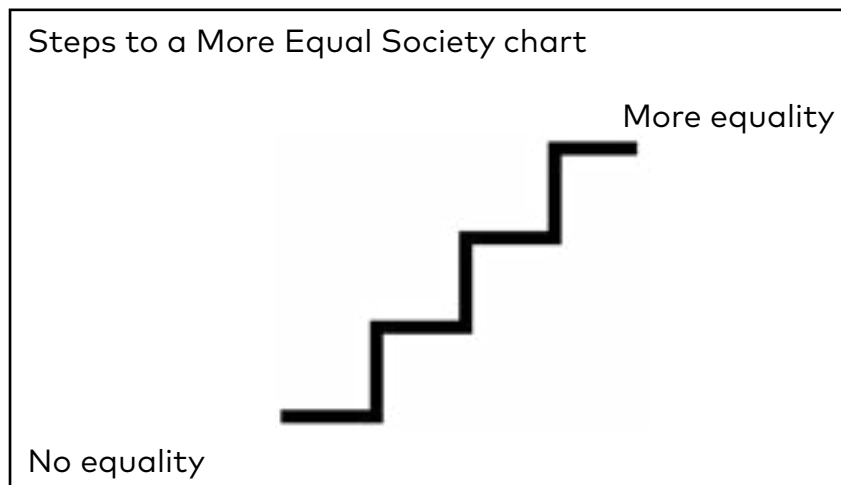
<p>From 1865 to 1870, there was some confusion about what rights former slaves should have.</p> <p><b>True or False</b></p>	<p>Where did you find the answer?</p>
---	---------------------------------------

### Day 3

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

#### 1. Create a Group Timeline

- Facilitator: Copy the Steps to a More Equal Society chart onto chart paper:



- All students: Cut out your Key Terms from the Timeline Card from Day 2 and choose one to present to the group.
- Go in this order:
  - U.S. Constitution
  - Civil War
  - Emancipation Proclamation
  - Equal protection under the law
  - Amendments to the Constitution
- When presenting:
  - Paraphrase the pair that went before:
 

"My classmates basically said \_\_\_\_."
  - Explain why you chose the symbol you drew.
 

"We drew this to show \_\_\_\_ because \_\_\_\_."

- Explain in your own words how this helped make a more equal society.

"This helped make a more equal society because \_\_\_\_ and \_\_\_\_."

- Paste your card onto one of the steps on the anchor chart.

**MORE CHALLENGE:**

Using what you know about U.S. history, write in one or more steps on the staircase to equality. For example, when did women get the right to vote?

2. Reflection

- What is the purpose of the timeline on pages 8–9 in *Promises to Keep*? Why did the author include it in the text?

**MORE CHALLENGE:**

Write your reflection here:

---

---

---

---

---

---

---



## Additional Work with Complex Text


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

<p>All black people in the United States were enslaved until 1863.</p> <p>True or <b>False</b></p>	<p>Where did you find the answer?  <i>"1776"—it says that there were 55,000 free black people.</i></p>
<p>The Civil War started because President Lincoln freed the slaves in the Confederate states.</p> <p>True or <b>False</b></p>	<p>Where did you find the answer?  <i>Responses will vary, but may include: "1863"—President Lincoln freed the slaves after the war had already started.</i></p>
<p>Because of the 14th Amendment, all laws should apply equally regardless of race.</p> <p><b>True</b> or False</p>	<p>Where did you find the answer?  <i>Responses will vary, but may include: "1868"—all people have equal protection under the law.</i></p>
<p>When slavery ended, black people in the United States had all the same rights as white people, including the right to vote.</p> <p>True or <b>False</b></p>	<p>Where did you find the answer?  <i>Responses will vary, but may include: "1870"—an amendment passed to give all adult males the right to vote, so they must not have had the right to vote in 1863 when slavery ended.</i></p>

**MORE CHALLENGE:**

<p>After the Revolutionary War, all people living in the United States were finally free.</p> <p>True or <b>False</b></p>	<p>Where did you find the answer?  <i>Responses will vary, but may include: "1863"—slaves were not freed until the Emancipation Proclamation, so they weren't free.</i></p>
<p>Because it was illegal to bring in new slaves after 1808, most of the black people in the United States were free and slavery wasn't a major issue.</p> <p>True or <b>False</b></p>	<p>Where did you find the answer?  <i>Responses will vary, but may include: "1865"—if slavery wasn't a major issue, then why did they need an amendment?</i></p>
<p>From 1865 to 1870 there was some confusion about what rights former slaves should have.</p> <p><b>True</b> or False</p>	<p>Where did you find the answer?  <i>Responses will vary, but may include: "1865–1870"—they had to make different amendments to define the rights of slaves. That means there must have been some confusion.</i></p>



## Independent Reading



### Unit 1, 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 use the Five W's to explain what I have learned through research reading. (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: "Use the 5 W's to explain what you have learned through research reading today: Who? What? Where? When? Why?"

### 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 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can explain key terms from the text. (RI.5.4, L.5.6)

##### Day 4

- I can understand and use complex English language structures to talk about factors for success. (L.5.1)
- I can understand and use the preposition *including* to insert and emphasize an example. (L.5.1a)

#### Teaching Notes

- On Day 2, students review key terms from the text and important concepts from U.S. history in general and African American history in particular.
- On Day 4, all students participate in a Language Dive centered on using a prepositional phrase with *including* to insert and emphasize an example. This helps students write their informative paragraph in Unit 1, Week 2: Writing Practice. The sentence structure for the Language Dive was chosen because students may use it when they write their factors for success informative paragraph (see rationale in Language Dive Guide II: *Promises to Keep*).
- Recall that the Language Dive format has been modified to reflect a more student-centered approach (see Unit 1 Overview).
- This Language Dive sentence explains that the 14th Amendment guarantees citizenship and protection to all people born in the United States; however, many students and their families may have been born outside of the United States. Be aware that this topic may be sensitive for any student, and that some may connect with these issues personally and deeply. The Language Dive Guide includes suggestions to allow time for students to reflect during the Reconstruct stage. Be aware that reflections may be personal, and students are not required to share them. Monitor students and determine if there are issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently.
- **Differentiation:**
  - For Day 2, to provide lighter support, print out a brief encyclopedia entry on each of the key terms and guide students through a jigsaw of the information. To provide heavier support, work with a small group of students on completing their key terms card. To further differentiate cards, assign students who require heavier support to a more familiar term, such as the Civil War only.
  - 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 be able to complete the activity card in the time allotted.

■ **In advance:**

- Consider building your own background information on each of the key terms.
- 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 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *Promises to Keep* (from module Lesson 1; one per student)
- ✓ Key Terms from the Timeline Card (one per pair)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

### Day 4

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide II: *Promises to Keep* (for teacher reference)
- ✓ Language Dive Chunk Chart II: *Promises to Keep* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks II: *Promises to Keep* (one to display)

## Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the learning target for this activity.
- Direct students to complete step 1 on 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.
- Using a total participation technique, discuss students' "knows" and "wonders" about the key terms in step 1 from the timeline on pages 8–9 in ***Promises to Keep***.
  - 🗑️: To provide heavier support, take and display notes of the conversation for students to refer to later when they discuss the key terms.
- If productive, use a Goal 4 Conversation Cue to 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."***
- Distribute the **Key Terms from the Timeline Cards** and discuss the information about each key term.
  - ◆: Duplicate and distribute only the blank cards and have students take notes during the conversation to create their own cards.

- Arrange students into pairs or triads. Tell them they will now capture the information they just discussed about the key terms to help them process, explain, and remember the information. They will add a symbol to each key terms card.
  - ▲: Assign student pairs only one or two key terms.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3's independent activity using **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**. Note: They will share their key terms cards with their group on Day 3.

### Instruction for Day 4

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about the U.S. Constitution. 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 with a partner 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 II: Promises to Keep**, **Language Dive Chunk Chart II: Promises to Keep**, and **Language Dive Sentence Strip Chunks II: Promises to Keep** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction. (Example: If students wonder why the author used the word *including*, start with the third chunk.)
- Collect Teacher-Guided Student Activity Cards to review student responses.



## Additional Work with Complex Text



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

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Targets

#### Day 2:

- I can explain key terms from the text. (RI.5.4, L.5.6)

#### Day 4:

- I can understand and use complex English language structures to talk about factors for success. (L.5.1)
- I can understand and use the preposition *including* to insert and emphasize an example. (L.5.1a)

### Student Materials

#### Day 2:

- ☒ *Promises to Keep*
- ☒ Key Terms from the Timeline Card (one per pair)

#### Day 4:

N/A

### Directions:

#### Day 2

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

1. Complete the following chart independently. Refer to pages 8–9 in *Promises to Keep* to help you.

Key term from timeline	I know ...	I wonder ...
U.S. Constitution		
Civil War		
Emancipation Proclamation		
"Equal protection under the law"		
Amendments to the Constitution		

2. With a partner, draw a symbol on one (or more) of the Key Terms from the Timeline Card.

---

**Day 4**

"The Fourteenth Amendment guarantees all people born in the United States, including African Americans, citizenship and equal protection under the law."

1. With a partner:

- Take turns reading the above sentence aloud.
- Discuss the gist of the sentence.
- Write two questions you have about the sentence. Your questions could be about words you would like to know more about or phrases you are wondering about.

---

---

---

---

2. With a partner, discuss how the sentence below is different in meaning from the sentence at the beginning of the Day 4 task card.

- The Fourteenth Amendment guarantees all people born in the United States, **for example**, African Americans, citizenship and equal protection under the law.

3. With a partner, say the sentence at the beginning of the Day 4 task card again.

4. Close your eyes and think, then sketch or discuss:

In what ways is this sentence important in your life today?

How does this sentence apply to people who are born in other countries and live in the United States?

5. With a partner, use this sentence frame with *including* to emphasize other people and the Fourteenth Amendment:

The Fourteenth Amendment guarantees all people born in the United States, including \_\_\_\_\_, citizenship and equal protection under the law.



6. With a partner, use this sentence frames with *including* to emphasize examples of factors for success for Jackie Robinson:

There are many factors, including \_\_\_\_\_,  
that can contribute to a person's success in changing society.

Many people, including \_\_\_\_\_, supported Jackie Robinson.

**MORE CHALLENGE:**

Write your own sentence using the word *including*.

---

---



## Additional Work with Complex Text

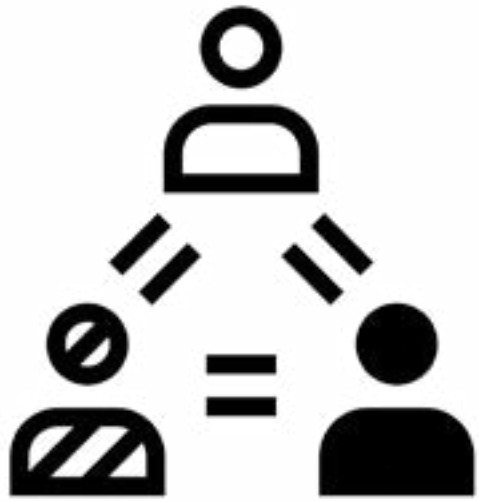


### Unit 1, Week 1, Day 2: Key Terms from the Timeline Card

#### Directions:

On the cards below, explain one of the important terms from the timeline.

1. Review the information on the cards.
2. Draw a symbol to represent the key term. See the example below.

<p><b>Date:</b> 1868</p> <p><b>Key Term:</b> "Equal protection under the law" was a phrase in the 14th Amendment, and it means that the same laws apply to all citizens of the United States.</p> <p>It happened so that everyone understood that former slaves were not just free, but they were also citizens and the laws should apply to them, too. For example, they could own property and exercise their free speech, and their punishment for breaking a law shouldn't be more severe.</p> <p>It made society more equal because it meant that laws were applied to everyone in the same way.</p>	<p><b>Symbol</b></p> 
---	--

<p><b>Date:</b> 1787</p> <p><b>Key Term:</b> U.S. Constitution</p> <p>This was a document that set up the government and fundamental laws of the United States.</p> <p>The Constitution includes the Bill of Rights, which explains the basic freedoms (such as freedom of speech, religion, and free press) that all citizens have.</p> <p>It made society more equal because it said that it didn't matter what class or job you had; you had the same basic rights.</p>	<p><b>Symbol</b></p>
<p><b>Dates:</b> 1861–1865</p> <p><b>Key Term:</b> The Civil War</p> <p>The Civil War was a war between the Northern states and the Southern states. Although there were many reasons for the war, one was whether or not states had the right to permit slavery.</p> <p>Because the North won, slavery was outlawed in all the states of the United States. This made the country more equal because human beings could no longer treat other human beings like property.</p>	<p><b>Symbol</b></p>

<p><b>Date:</b> 1863</p> <p><b>Key Term:</b> Emancipation Proclamation</p> <p>The Emancipation Proclamation was a document signed by President Lincoln that proclaimed that all slaves in states that rebelled against the United States were free.</p> <p>This made society more equal because it helped start the process of abolishing slavery in the United States. Not until the 13th Amendment was slavery completely illegal in the United States.</p>	<p><b>Symbol</b></p>
---	----------------------

<p><b>Dates:</b> 1865–1870</p> <p><b>Key Term:</b> Amendments to the Constitution</p> <p>The Bill of Rights originally included ten rights. However, the framers of the U.S. Constitution realized that new rights may need to be added from time to time. So they said that the government could add, or amend, the rights in the Bill of Rights. So far, seventeen amendments have been added to the original Bill of Rights.</p> <p>Many of the amendments have led to a more equal society. For example, the 15th and 19th Amendments said that all citizens, regardless of race or sex, could vote. The 13th Amendment outlawed slavery.</p>	<p><b>Symbol</b></p>
---	----------------------

**MORE CHALLENGE ♦:**

<b>Date:</b> <b>Key Term:</b>	<b>Symbol</b>



## Additional Work with Complex Text

Unit 1, Week 1, Day 4: Language Dive Guide II: *Promises to Keep*

<b>Notes</b>	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.
<b>Sentence</b>	<b>The Fourteenth Amendment guarantees all people born in the United States, including African Americans, citizenship and equal protection under the law.</b> (from page 9 of <i>Promises to Keep</i> by Sharon Robinson)
<b>Rationale</b>	This sentence is compelling because it uses the prepositional phrase <i>including African Americans</i> to insert and emphasize an example, which helps address the Daily Learning Target and L.5.1a and RI.5.4. It connects to the guiding question of what factors contribute to an individual's success in changing society by showing one way individuals are shaped by society. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure <b>including African Americans</b> . Based on student need and time, consider adding days for extended conversation and practice with the subsequent sentence <b>Native Americans are not included</b> . After discussing this structure, students practice using it to emphasize an example of other people who are guaranteed rights by the 14th Amendment. Students can apply their understanding of the meaning and structure of this sentence when speaking and writing about an individual's success in changing society and explaining factors for success in Unit 1, Week 2: Writing Practice and the Unit 1 module lessons.
<b>Time</b>	15 minutes
<b>Throughout the Language Dive</b>	Follow the same routines found in Module 3, Unit 1, Lesson 2.
<b>Deconstruct</b>	Refer to the <b>chunk chart</b> for language goals; display the <b>sentence strip chunks</b> ; display and distribute the <b>Teacher-Guided Student Activity Card</b> . Follow the same routine found in Module 3, Unit 1, Lesson 2, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
<b>Practice (Focus Structure)</b>	
<b>Reconstruct</b>	
<b>Practice (Sentence)</b>	



## Additional Work with Complex Text



### Unit 1, Week 1, Day 4: Language Dive Chunk Chart II: *Promises to Keep*

<b>The Fourteenth Amendment guarantees</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ <i>The Fourteenth Amendment</i>: “What is this sentence about?” This sentence is about the 14th Amendment to the Constitution, which was adopted after the American Civil War and attempts to address the racial injustice brought about by slavery. (noun phrase/subject)</li> <li>■ <i>guarantees</i>: “What does the Amendment do?” The 14th Amendment formally promises something in writing. (verb)</li> </ul>
<b>all people born in the United States,</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ “The 14th Amendment guarantees something to whom?” It guarantees something to everyone born in this country. (quantifier + noun + adjective + prepositional phrase = indirect object)</li> </ul>
<b>including African Americans,</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ <i>African Americans</i>: “Who are some of the people born in the United States?” (African Americans) (object/noun phrase)</li> <li>■ <i>including</i>: “What is the translation and meaning of <i>including</i>? Why did Sharon Robinson insert <i>including</i> in this chunk, after the chunk <i>all people born in the United States</i>?” (Being part of the whole; <i>including</i> signals that African Americans are one important example of all people born in the United States.) (preposition)</li> <li>■ “<u>What if we remove this chunk? How does that change the meaning? I’ll give you time to think and discuss with a partner.</u>” (Robinson is writing about slavery and racial equality in this section, so she inserted this chunk to emphasize that African Americans were finally guaranteed citizenship and equal protection in 1868. If this chunk were removed, the reader would lose the emphasis that African Americans were finally considered.) (preposition + noun phrase = prepositional phrase)</li> </ul>

	<ul style="list-style-type: none"> <li>■ “<u>Who can explain why your classmate came up with that response? I’ll give you time to think and write.</u>” (Responses will vary.)</li> <li>■ “<u>Can you figure out why Sharon Robinson inserted commas after <i>States</i> and <i>Americans</i>? I’ll give you time to think and discuss with a partner.</u>” (Robinson uses the commas after <i>States</i> and <i>Americans</i> to insert this chunk. The commas tell us that this chunk is not necessary to understand the basic meaning of the sentence. We can remove it and still get the basic meaning, although we lose the emphasis.)</li> </ul>
<b>citizenship and equal protection under the law.</b>	
<b>Deconstruct: Language Goals</b>	<ul style="list-style-type: none"> <li>■ “What does the 14th Amendment guarantee to all people born in the United States, including African Americans?” The law ensures that everyone born in the United States is recognized as a citizen and is defended equally. (noun + noun phrase + prepositional phrase = direct object)</li> <li>■ “What are some examples of equal protection under the law?” (Responses will vary, but could include: The right to education for all children living in the United States is protected.)</li> </ul>
<b>The Fourteenth Amendment guarantees all people born in the United States, including African Americans, citizenship and equal protection under the law.</b>	
<b>including African Americans,</b>	
<b>Practice (Focus Structure)</b>	<ul style="list-style-type: none"> <li>■ “<u>What if we replace <i>including</i> with <i>for example</i>? How does the meaning change? I’ll give you time to think and discuss with a partner.</u>” (<i>For example</i> signals an example, but it does not help to emphasize that finally African Americans were protected.) 📎 Step #2</li> <li>■ “<u>Can you figure out how we can use <i>including</i> in our speaking and writing? I’ll give you time to think and discuss with a partner.</u>” (to insert an example; to emphasize an example)</li> </ul>
<b>Reconstruct</b>	<ul style="list-style-type: none"> <li>■ “How can you say this sentence in your own words?” After long years of slavery and racial injustice, the law says that African Americans born in this country are citizens and will be protected, along with all other people. 📎 Step #3</li> <li>■ Students can each hold a chunk and switch places to show the sentence in a different, correct order. “What do we need to add or change for this new sentence to make sense?” (Responses will vary, but could include: Add <i>to</i> before <i>all</i>. Put the period after <i>Americans</i></li> </ul>



	<p>and drop the comma: The Fourteenth Amendment guarantees citizenship and equal protection under the law to all people born in the United States, including African Americans.)</p> <ul style="list-style-type: none"> <li>■ <u>“How does this Language Dive add to your understanding of the guiding question?”</u> This sentence helps show what factors contribute to an individual’s success in changing society by explaining one way Jackie Robinson was shaped by his society and its racial prejudice and attempts at equity.</li> <li>■ <u>“In what ways is this sentence important in your life today? I’ll give you time to think and write or sketch.”</u> 📝 Step #4</li> <li>■ <u>“What do you think this sentence means to people who live in the United States and were born in other countries? I’ll give you time to think and discuss with a partner.”</u> (Immigrants can become citizens and receive equal protection in many ways, including by marriage or naturalization. Citizenship is often not easy to obtain, but the United States is made up mostly of citizens who were immigrants, or whose ancestors were.) 📝 Step #5</li> </ul>
<b>Practice (Sentence)</b>	<ul style="list-style-type: none"> <li>■ The Fourteenth Amendment guarantees all people born in the United States, including ____, citizenship and equal protection under the law. 📝 Step #6 <ul style="list-style-type: none"> <li>– To provide lighter support: “The Fourteenth Amendment guarantees all people born in the United States, ____ included, citizenship and equal protection under the law.”</li> <li>– To provide heavier support: Students can select from phrase banks when completing the sentence frames (e.g., <i>me</i>, <i>women</i>, <i>Asian Americans</i>).</li> </ul> </li> <li>■ Students can extend the use of <i>including</i> to talk about factors for success: 📝 Step #7 <ul style="list-style-type: none"> <li>– “There are many factors, including ____, that can contribute to a person’s success in changing society.”</li> <li>– “Many people, including ____, supported Jackie Robinson.”</li> <li>– To provide lighter support: “Can you say these sentences in a different order? How?”</li> <li>– To provide heavier support: Provide a word and quote bank for students to use when completing the sentence frames.</li> </ul> </li> <li>■ Language Chunk Wall suggestions: <ul style="list-style-type: none"> <li>– Language to provide an example: <b>including African Americans,</b></li> <li>– Language to emphasize: <b>including African Americans,</b></li> </ul> </li> </ul>



## Additional Work with Complex Text



### Unit 1, Week 1, Day 4: Language Dive Sentence Strip Chunks II: *Promises to Keep*

The Fourteenth Amendment guarantees

all people born in the United States,

**including African Americans,**

citizenship and equal protection under  
the law.



## Reading and Speaking Fluency/GUM



### Unit 1, Week 1: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Targets

#### Day 2:

- I can help my partner self-assess his or her reading fluency. (RF.5.4)

#### Day 4:

- I can read a passage aloud fluently. (RF.5.4)

### Student Materials

#### Day 2 and Day 4

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist
- ☒ Colored pencils or crayons

### Directions:

#### Day 2

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

1. Whisper read fluency passage to yourself.
2. Find a partner who is reading the same passage as you.
3. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
4. Read the text aloud together (at the same time). Focus on the highlighted criteria.
5. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback.
  - Label partner A and partner B.
  - Partner A shares fluency goal for the week.
  - Partner A reads aloud fluency passage and partner B listens.
  - Partner B shares one star (one thing partner A did well) and one step to work on.

- "You did a good job with \_\_\_\_."
- "Next time, try to \_\_\_\_ because \_\_\_\_."
- Switch, and repeat Steps 1–4.

Star	Step

#### Day 4

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

1. Remember your fluency goals from Day 1. Also read the criteria on your Fluency Self-Assessment Checklist.
2. Whisper read your fluency passage to yourself.
3. Read aloud fluently.
  - Get into groups of three.
  - Each person in the group reads aloud his or her fluency passage while the group listens.
  - After each read, each person in the group gives a "star"—something he or she liked about the reading fluency. For help, use these examples:
    - "I liked how you paused. It made the next phrase very clear."
    - "I liked how you read the quotation marks. I could tell it was someone else talking."
    - "I liked how your voice \_\_\_\_."
    - "It was great that you corrected yourself when you read \_\_\_\_."
    - "I noticed that you \_\_\_\_."
4. Using a green-colored pencil, self-assess where you are with each of the criteria on your checklist by placing a check mark in the appropriate column.

#### MORE CHALLENGE:

Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



## Writing Practice

### Unit 1, Week 2: Teacher Guide



#### Daily Learning Target

##### Days 1 and 3

- I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2)

#### Teaching Notes

- In this component, students write an informative paragraph explaining how historical context or personal qualities affected Jackie Robinson's success in breaking the color barrier in baseball. This task enables students to practice using the word *including* to add an example or give emphasis from the Language Dive from Unit 1, Week 1, Day 4: Additional Work with Complex Text.
- Over the course of the component, each student works at his or her own pace. Some students may write more than one informative paragraph. Encourage students to work as fluently and as productively as they can.
- On Day 1, students note how the parts of a well-written paragraph mirror the parts of a well-written essay and create a writing plan. Note: This lesson assumes students have already added to the Factor for Success anchor charts in Lesson 7 of the module lessons.
- On Day 3, students continue to write their informative paragraphs. They begin the lesson by reading and annotating a student exemplar from module Lesson 6 and discussing introductory and concluding sentences. Consider focusing on different criteria from the Informative Writing Checklist if that would better serve your students.
- **Differentiation:**
  - On Day 1: To provide heavier support, give students a graphic organizer to organize their paragraph into three parts—opening, details from the text, and concluding statement. Consider inviting students to begin by focusing only on their introduction and conclusion. Consider providing all students with the Factors for Success Quotes handout so details from the anchor charts are readily available. Consider sharing a student exemplar from module Lesson 6 (students will read an exemplar on Day 3). For students needing more challenge, they may write a four-paragraph essay on both factors for success.
  - On Day 3: Students will need different levels of support. Some students may not have finished their informative paragraphs from Day 2. Some students may need help with linking details and facts to explain their focus. Consider posting additional sentence frames for introductory and concluding sentences. Consider working with a small group of students who need heavier support. To provide lighter support, allow students to exchange pieces and color-code each other's writing.

### ■ In advance:

- Day 3: Prepare a student exemplar from module Lesson 6. If a student exemplar isn't available, use the Support from Decision Makers Paragraph (example, for teacher reference).
- Prepare materials for independent student groups.

## Materials

### Day 1

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Factor for Success: Historical Context anchor chart (begun in module Lesson 4)
- ✓ Factor for Success: Personal Qualities anchor chart (begun in module Lesson 5)
- ✓ Factors for Success Quotes (optional; for students needing additional support)
- ✓ Lined paper (one per student; for students to create their writing plan)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

### Day 3

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Student exemplar (from module Lesson 6; one per student)
- ✓ Colored pencils (optional; used by students to annotate writing)
- ✓ Factors for success informative paragraph (begun on Day 2; one per student)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Card (one for display)

## Instruction for Day 1

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target. Point out that this week students will write an informative paragraph focused on the module guiding question:
  - “What factors contribute to an individual’s success in changing society?”
- Instruct students to complete step 1 on 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.
  - ▲: Post a simple sentence frame for partner discussion, such as: “While these two charts both \_\_\_\_\_, the major difference is \_\_\_\_\_.”
- Invite pairs to explain the similarities and differences that they noticed between a paragraph and an essay. Consider displaying the charts in step 1 and highlighting the differences as students explain.
- If productive, use a Goal 4 Conversation Cue to 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.”**
- After a few minutes, invite students to choose a prompt and to reread either the **Factor for Success: Historical Context anchor chart** or the **Factor for Success: Personal Qualities anchor chart**.
  - ▲: Distribute the **Factors for Success Quotes** to students who may find them helpful.

- Tell students to create a pre-writing plan on the piece of **lined paper**. If productive, allow students to stop and discuss with their partner as they are planning their paragraphs.
  - ▲: Consider pairing students who need heavier support with a more advanced-level student to discuss and complete a pre-writing plan (and/or write the informative paragraph) together. Circulate to provide support.
  - ◆: Encourage students to plan a full essay instead of a paragraph.
- If time permits, invite students to complete the More Challenge. To provide heavier support, model this process by thinking aloud through a paragraph for the group first.
- If time permits, invite a student to talk through his or her paragraph as a model for the rest of the group, pointing to his or her writing plan while talking.
- Collect Teacher-Guided Student Activity Cards.
- Give students specific, positive feedback on their pre-writing thinking. Prepare them for the next day's independent activity: Display the **Unit 1, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task.

### Instruction for Day 3

- Distribute **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Distribute the **student exemplar** and **colored pencils** and 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.
  - ▲: Post a simple sentence frame for discussion, such as: "In this sentence, the author is giving the \_\_\_\_\_. I think this because \_\_\_\_\_. Do you agree?"
- Ask for a volunteer to share the parts of an informative paragraph she or he identified in step 1. Using a total participation technique, guide students in a discussion of what makes an effective informative paragraph, including introductory and concluding sentences.
- 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."**
- Invite students to retrieve their **factors for success informative paragraph** and complete step 2 and/or step 3. Assure students they will get a chance to revise their paragraphs if they want.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Walk through the **Unit 1, Week 2: Writing Practice: Student Task Card** task for Day 4. Point out that they may revise their informative paragraphs or, if they have already written a strong paragraph, they may write on a new prompt. Express your confidence that they will be able to write continuously and silently on Day 4. Brainstorm focusing strategies as needed.
  - ◆: Encourage students to complete their informative essay on the prompt.
- Remind students of their learning about the preposition *including* in Unit 1, Week 1: Additional Work with Complex Text. Encourage students to insert an example or add a word for emphasis by using the word *including* when they write tomorrow. Review as needed.



## Writing Practice



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

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



#### Daily Learning Target

##### Day 1 and Day 3:

- I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2)

#### Student Materials

##### Day 1:

- ☒ Factors for Success Quotes (optional)
- ☒ Lined paper

##### Day 3:

- ☒ Factors for Success informative paragraph (or essay)
- ☒ Colored pencils (red, green, yellow)
- ☒ Lined paper (optional)

#### Directions:

##### Day 1

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

This week, you will write an informative paragraph (or essay) about the module guiding question:

- "What factors can contribute to an individual's success in changing society?"



1. Study the following charts. Discuss with a partner:

What are the differences and similarities between an informative essay and an informative paragraph?

Informative Essay	Informative Paragraph
<p>Introduction: Introduces the topic, gives context or background, and includes focus statement.</p> <p>Proof Paragraphs: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples to explain the focus.</p> <p>Information is grouped logically.</p> <p>Concluding paragraph: Clearly related to topic, restates focus statement, and answers "so what?"</p>	<p>Introductory sentences: Introduce the topic, give context, and include the focus statement.</p> <p>Relevant facts, definitions, concrete details, quotations, or other information and examples to explain the focus.</p> <p>Concluding sentence: Restates focus statement and answers "so what?"</p>

Prompt 1:

How did Jackie Robinson's **personal qualities** lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

OR

Prompt 2:

How did the **historical context** in which Jackie Robinson lived lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

2. Choose one prompt and reread the appropriate Factor for Success chart.

3. Use the piece of paper to plan your writing. Note how you will **introduce your topic**, including what **context** you will give. Note the **details** you will use and how these details illustrate a factor for success. Note the **concluding sentence or idea** you want to include.

If you have time, write your focus statement in a complete sentence.

---

---

---

---

---

---

---

---

---

---

**MORE CHALLENGE:**

Discuss your plan with a partner. Talk through your paragraph.

Use the paragraph frame if needed:

"Changing society \_\_\_\_\_. Jackie Robinson was \_\_\_\_\_. One factor in Jackie's success was \_\_\_\_\_. For example, \_\_\_\_\_. This clearly shows \_\_\_\_\_. This led to \_\_\_\_\_. Another example of \_\_\_\_\_ is \_\_\_\_\_. Because of this, \_\_\_\_\_. Without this, \_\_\_\_\_."

**Day 3**

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

Today, you will focus on these criteria from the Informative Writing Checklist:

W.5.2a	I introduce the topic, giving readers the context they need to understand the piece.
W.5.2e	I have a conclusion that is clearly related to the focus and the information presented.

1. Read the student exemplar informative paragraph. With a partner, discuss and annotate the paragraph using colored pencils.
  - Underline in **red** the sentence where the author introduces the topic and gives context.
  - Underline in **green** the focus statement of the paragraph (where the author names the factor).
  - Underline in **yellow** the sentences where the author gives the supporting details from the text.
  - Underline in **green** the sentences where the author concludes the paragraph and restates the focus.

Prompt 1:

How did Jackie Robinson's **personal qualities** lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

OR

Prompt 2:

How did the **historical context** in which Jackie Robinson lived lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

2. Finish your informative paragraph if you have not done so yet.
3. If you have finished writing, reread your informative paragraph and color-code it using colored pencils:
  - Underline in **red** the sentence where you introduced the topic.
  - Underline in **green** the focus statement of the paragraph (where you named the factor).
  - Underline in **yellow** the sentences where you gave the supporting details from the text.
  - Underline in **green** the sentences where you concluded the paragraph and restated the focus.
  - If you can't find all these parts of your piece, revise your informative paragraph to include them.

#### **MORE CHALLENGE:**

Revise your informative paragraph OR write a new informative paragraph on the other prompt. Use a new piece of lined paper.



## Writing Practice



## Unit 1, Week 2, Day 1: Factors for Success Quotes (■▲)

Historical Context Quotes	Personal Qualities Quotes
<p>"Artists like Jacob Lawrence; writers like Langston Hughes, Claude McKay, Countee Cullen and Zora Neale Hurston; jazz musicians like Louis Armstrong and Duke Ellington ... all rose to new heights of fame and popularity through the Harlem Renaissance."</p> <p><i>Promises to Keep</i>, page 15</p>	<p>"Rickey asked if he could stand the pressure. Would he control his temper against verbal and even physical attacks?</p> <p>Dad didn't respond immediately.... He wasn't used to backing down when attacked. Rickey made it clear to my father that the first three years would be critical. For the sake of racial equality, he'd have to adopt a nonviolent approach to change. My father agreed."</p> <p><i>Promises to Keep</i>, page 29</p>
<p>"While my father fought relatively small battles against racism, African-American leaders across the country took the struggle to a new level. They waged battles in courts, in newspapers, and at street demonstrations."</p> <p><i>Promises to Keep</i>, page 14</p>	<p>"Looking back, I realize that one of the things I admired most about my father was how he stayed in the game until the end. He stood firm even when his opinion wasn't popular. Whether questioning an umpire or an American president, Dad used his celebrity to challenge an unjust system and support a movement organized to correct the wrongs."</p> <p><i>Promises to Keep</i>, page 7</p>
<p>"In 1948, President Harry S. Truman announced an end to segregation in the U.S. military."</p> <p><i>Promises to Keep</i>, page 22</p>	<p>"My parents were serious people with strong personal goals."</p> <p><i>Promises to Keep</i>, page 19</p>

Historical Context Quotes	Personal Qualities Quotes
<p>"President Franklin Delano Roosevelt signed executive order banning discrimination in all plants working on national defense contracts...."</p> <p><i>Promises to Keep</i>, page 19</p>	<p>"Dad was prepared athletically."</p> <p><i>Promises to Keep</i>, page 29</p>
<p>"Determined to end institutionalized discrimination in baseball, sportswriters ... wrote daily articles on the injustice of segregation within professional sports."</p> <p><i>Promises to Keep</i>, page 24</p>	<p>The bus driver ordered Jackie to the back of the bus, but "Dad ignored the command; he knew his rights as a soldier."</p> <p><i>Promises to Keep</i>, page 21</p>



## Word Study and Vocabulary



### Unit 1, Week 2: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Targets

#### Day 1:

- I can practice using words with a new suffix. (L.5.4b)

#### Day 3:

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

### Student Materials

#### Day 1:

- ☒ Scissors (one per group)
- ☒ Who Has...? word cards (one per group)

#### Day 3:

- ☒ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

### Directions:

#### Day 1

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

#### 1. Prepare

- Facilitator: Cut up the Round I 'Who Has...?' word cards.
- Facilitator: Distribute the Round I word cards to each person in the group (some people may have more than one word).

#### 2. Play the game.

### ROUND I

- Timekeeper: Set the timer for 2 minutes.
- The person who has the word *unacceptable* begins. Whoever has the word that answers the question on the card ("Who has a word that means **able to be desired?**") reads his or her card next.

- Once you have read your card, place it face down on the table.
- **MORE CHALLENGE:** In addition to reading the card, each person gives an example of his or her word. (Example: It is *unacceptable* to be late to school.) Work as a group to clarify the meanings of the words if needed.
- Keep reading cards until everyone has read his or her card(s). See if your group can get all the cards read in less than 2 minutes.
- Exchange cards with a partner and play again.
- If your group is ready, move on to Round II.

## ROUND II

- Facilitator: Cut up the Round II word cards.
- Facilitator: Distribute all the Round I and Round II word cards. (Everyone in the group will have more than one card.)
- Timekeeper: Set the timer for 3 minutes.
- The person who has the word *unacceptable* begins. Play the same way you played Round I.
- Keep reading cards until everyone has read all of his or her cards. See if your group can get all the cards read in less than 3 minutes.
- If time permits, play again. Try to beat your time!

### 3. Discuss with your group:

- What suffixes did you notice today?
- These suffixes mean the same thing and create the same part of speech. What do you think the meaning is? What do you think the part of speech is?

### MORE CHALLENGE:

Write any of the words from today in a sentence:

---

OR

Think of your own words that have the same suffixes from today. (*Hint: Add prefixes to some of the words from today.*) Write the words below:

---

### Day 3

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

1. Read your Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied on Day 2. Say the word aloud three times.
2. Find a partner and discuss what the word means.
3. Underline the sentence that uses the word INCORRECTLY (not correctly):
  - a. She considers picking your nose in class very unacceptable behavior.
  - b. "I'm so impressed by your unacceptable behavior!" he said happily.
  - c. Unfortunately, I cannot say yes to your offer. It is unacceptable to me.
4. Say two sentences using the word with a partner. You can use these sentence frames if needed:
  - "It is unacceptable to \_\_\_\_\_."
  - "The \_\_\_\_\_ is completely unacceptable."
5. Write two sentences using the word (for help, use the sentence frames from step 4):

---



---



---



---

### MORE CHALLENGE:

If you have time, write more sentences using other *-able* or *-ible* words below. (See the Vocabulary Tree for ideas.)

---



---



---



---





## Word Study and Vocabulary



### Unit 1, Week 2, Day 1: 'Who Has...?' Word Cards

Round I			
I have <b>unacceptable</b> . Who has the word that means <b>able to be desired or wanted</b> ?	I have <b>adorable</b> . Who has the word that means <b>able to be availed or used</b> ?	I have <b>irritable</b> . Who has the word that means <b>able to be adored or loved</b> ?	I have <b>durable</b> . Who has the word that means <b>able to be irritated or annoyed</b> ?
I have <b>excusable</b> , and Round I is over. What is our time? If playing Round II: I have <b>excusable</b> . Who has the word that means <b>able to give access or the right to enter or use</b> ?	I have <b>immovable</b> . Who has the word that means <b>able to endure or last a long time</b> ?	I have <b>available</b> . Who has the word that means <b>able to be excused</b> ?	I have <b>desirable</b> . Who has the word that means <b>unable to be moved</b> ?

Round II				
I have <b>accessible</b> . Who has the word that means <b>able to be digested</b> ?	I have the word <b>incredible</b> . Who has the word that means <b>allowed to do something because it meets certain criteria</b> ?	I have the word <b>digestible</b> . Who has the word that means <b>able to be done</b> ?	I have the word <b>possible</b> . Who has the word that means <b>not able to take responsibility</b> ?	
I have <b>reversible</b> . Who has the word that means <b>able to live or work together</b> ?	I have <b>compatible</b> , and this round is over. What is our time?	I have <b>eligible</b> . Who has the word that means <b>able to go in reverse</b> ?	I have the word <b>irresponsible</b> . Who has the word that means <b>unable to be believed</b> ?	



## Independent Reading



### Unit 1, 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 on 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 1, 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 *-able* or *-ible*. (RF.5.3a, L.5.4b)

##### Day 4

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

#### Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*unacceptable*) with the suffix *-able* or *-ible*. On Day 4, students focus on an academic vocabulary word (*resentment*) with the suffix *-ment*. They analyze both words using Vocabulary Trees to gain a deeper understanding of the meaning of each 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 and Day 4

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

#### Instruction for Day 2

- Distribute the **Unit 1, 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. Because this is a suffix, ensure that students understand the meaning of the prefix (*un-* means not). They should also recognize that adding *-able* or *-ible* to a verb creates an adjective.
- 🏔️: Mini Language Dive
  - “But the new freedoms granted to African Americans / were **unacceptable** to many southern whites / **who were used to being in control**.”
  - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
    - *who were used to*: “Who did what?” / Meaning: Southern whites only felt comfortable with and needed a certain thing. Suggested questions: “To whom does *who* refer in this chunk? How do you know? What does *used to* mean?” (pronoun + past passive verb = adjective clause)
    - *being in control*: “Were used to what?” / Meaning: Southern whites were used to making the rules and didn’t give African Americans freedoms. Suggested questions: “What does *being in control* mean? Why would it be *unacceptable* to Southern whites to not be in control?” (gerund + in control = noun phrase)
  - Practice:
 

*“I am used to being \_\_\_\_\_.” “They were used to being \_\_\_\_\_.”*
  - Reconstruct: Reread the sentence. Ask:
 

*“Now what do you think the sentence means?”*

*“How does your understanding of this sentence add to your understanding of the word unacceptable?”*
  - Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “\_\_\_\_\_ is unacceptable to me because I am used to \_\_\_\_\_.”
- Guide students through completing the Vocabulary Tree. Each branch of the tree should be filled out. For “My own sentence with related word,” students may write their own sentence or find an additional sentence from the text or another source. Invite students to practice using the word aloud in a sentence several times before they write their own sentence.
- 🗣️: 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 1, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

### Instruction for Day 4

- Distribute the **Unit 1, 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. Because this is a suffix, ensure that students understand the meanings of the root and prefix of the word.
- 🗺️: Mini Language Dive
  - “The rapid shift in population / caused overcrowding in many cities / and increased resentment from many white workers / **who were now forced to work alongside blacks.**”
  - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
    - *who were now forced*: “Who did what?” / Meaning: The new laws made white workers feel like they had to do something they didn’t want to do. Suggested questions: “To whom does *who* refer in this chunk? How do you know? What’s another word for *forced*? Who or what forced white workers?” (pronoun + past passive verb phrase = adjective clause)
    - *to work alongside blacks*: “Forced to do what?” / Meaning: The workers were living in crowded cities and were forced to work with black workers. Suggested questions: “What were the white workers forced to do? Why would it increase resentment from the white workers? What if we replace *alongside* with *with*? How does the meaning of the chunk change?” (infinitive + preposition + noun = noun phrase)
  - Practice:
 

**“I like playing \_\_\_\_\_ with my friend who \_\_\_\_\_.”**
  - Reconstruct: Reread the sentence. Ask:
 

**“Now what do you think the sentence means?”**

**“How does your understanding of this sentence add to your understanding of the word resentment?”**
  - Practice: Consider inviting students to use the sentence frame to restate the sentence from Day 1. Suggestion: “The \_\_\_\_\_ caused resentment from \_\_\_\_\_ who \_\_\_\_\_.”
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
- 🎯: As time permits, practice making words by adding *-ment* to verbs (e.g., *to enjoy* becomes *enjoyment*; *to achieve* becomes *achievement*).
- 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 1, 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 *-able* or *-ible*. (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 *-ment*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

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

But the new freedoms granted to African Americans were **unacceptable** to many southern whites who were used to being in control.

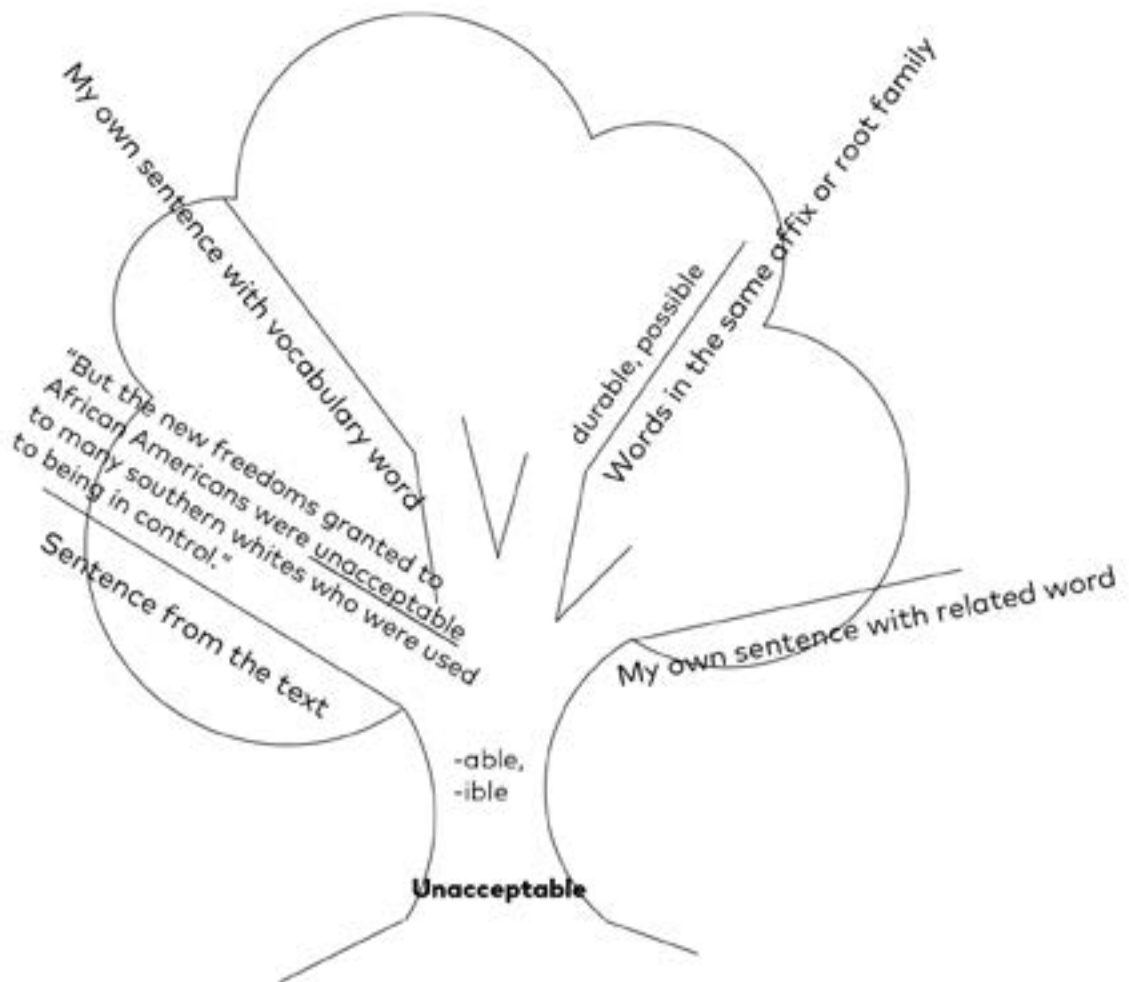
Source: *Promises to Keep*

The word is **"unacceptable."**

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 Affixes
<i>un</i> —not	<i>accept</i> —to take or agree with something that someone else offers you		

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



**Day 4**

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

The rapid shift in population caused overcrowding in many cities and increased **resentment** from many white workers who were now forced to work alongside blacks.

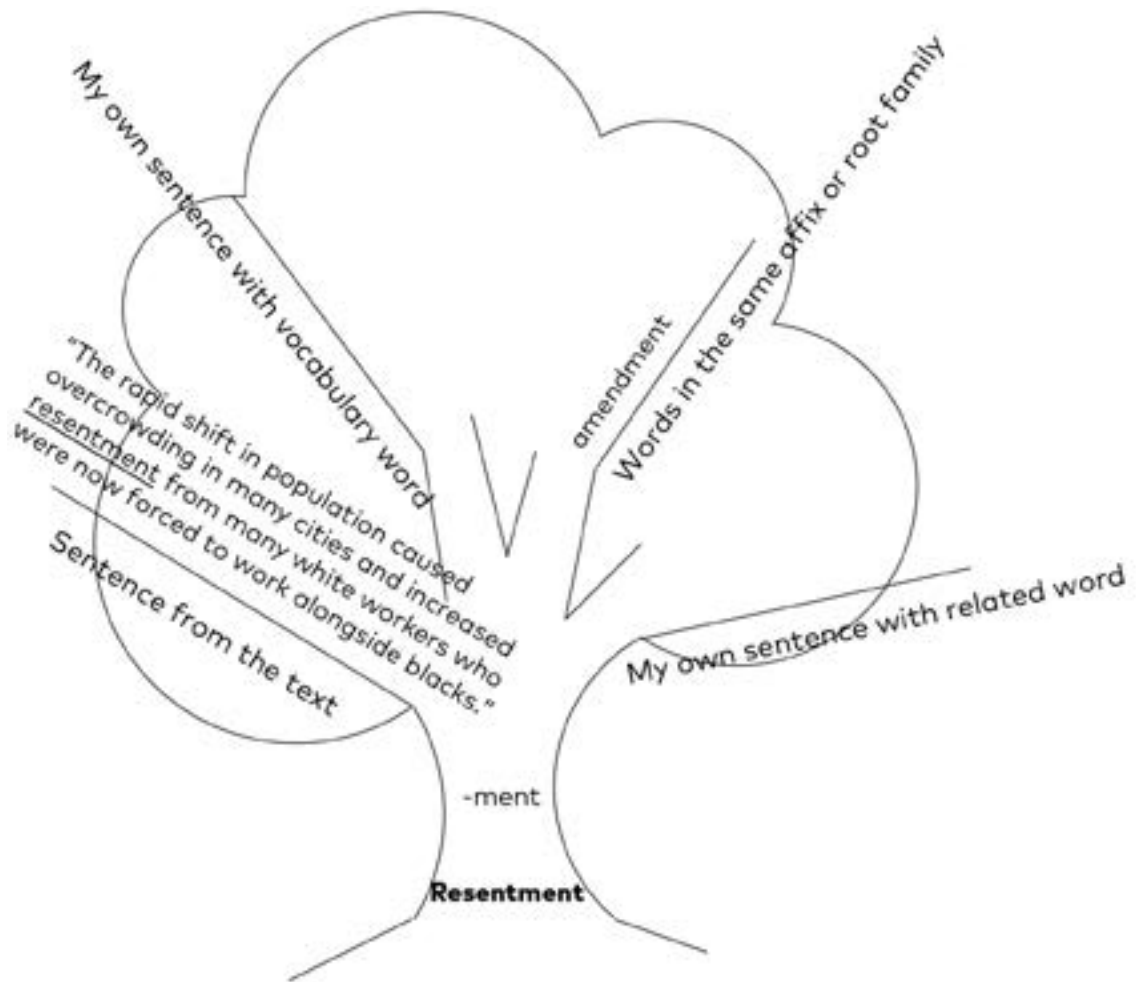
Source: *Promises to Keep*

The word is **"resentment."**

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 Affixes
re- again	sent—to feel (especially pain, regret)		

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





## Word Study and Vocabulary



### Unit 1, 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 *-able* or *-ible*. (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 *-ment*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

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

But the new freedoms granted to African Americans were **unacceptable** to many southern whites who were used to being in control.

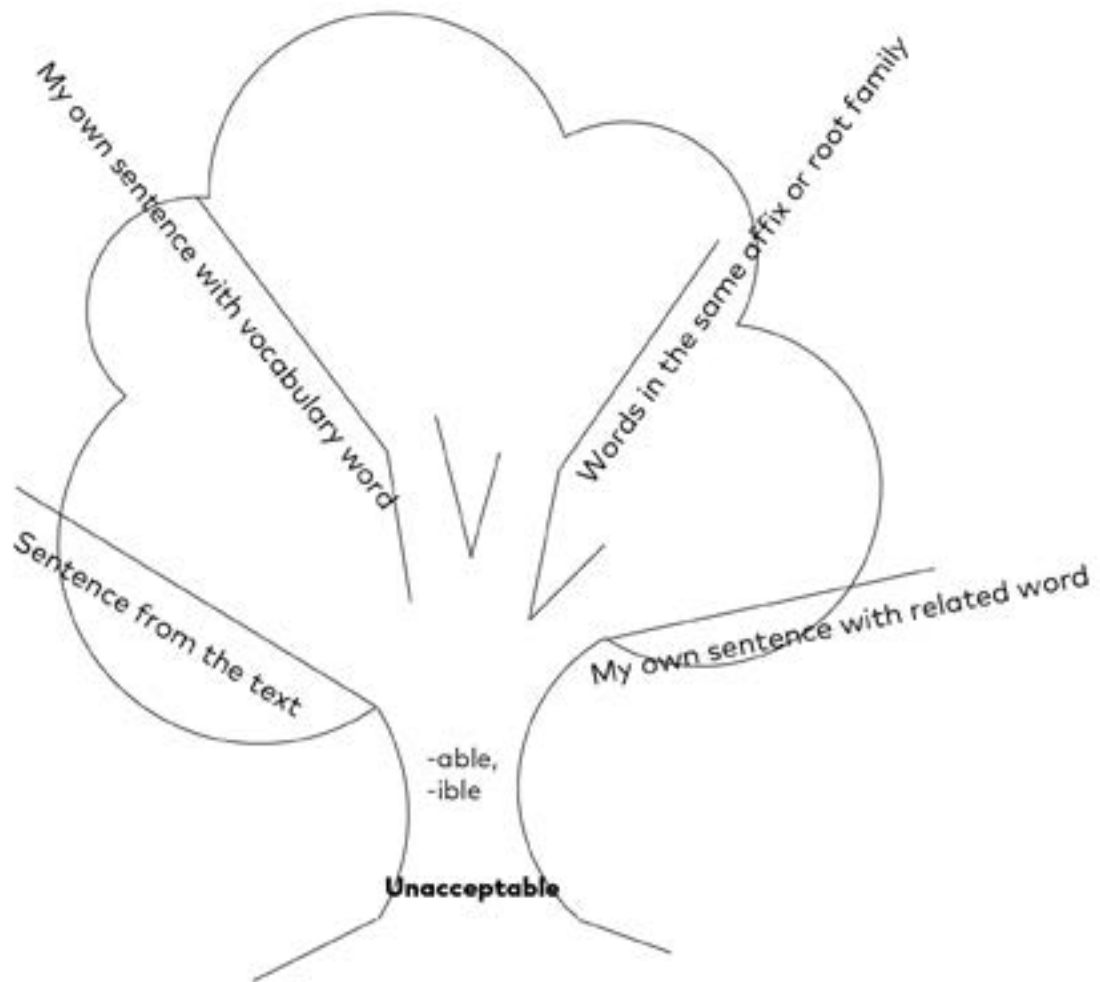
Source: *Promises to Keep*

The word is **"unacceptable."**

- 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 Affixes
	accept—to take or agree with something that someone else offers you		

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



**Day 4**

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

The rapid shift in population caused overcrowding in many cities and increased **resentment** from many white workers who were now forced to work alongside blacks.

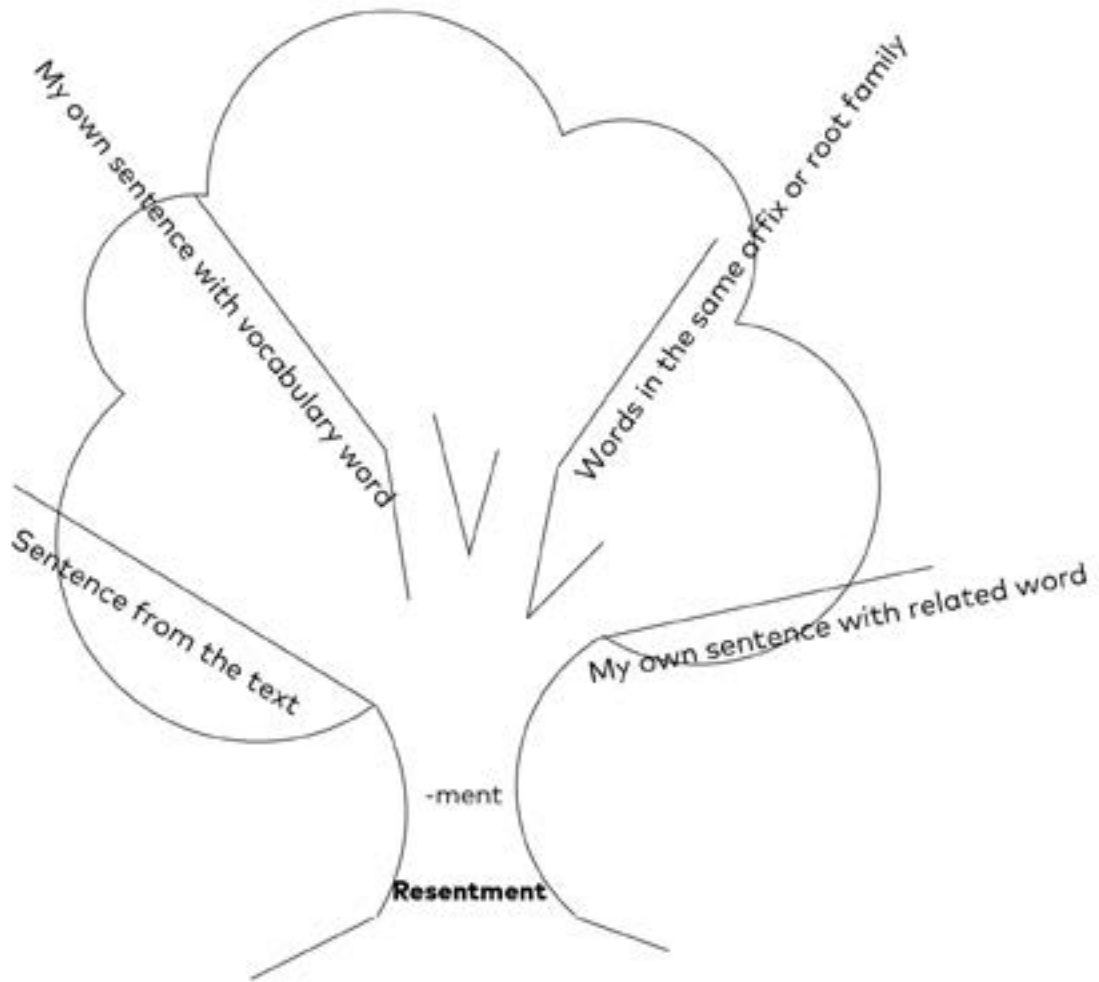
Source: *Promises to Keep*

The word is **"resentment."**

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 Affixes
	sent—to feel (especially pain, regret)		

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







## Word Study and Vocabulary



### Unit 1, 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 *-able* or *-ible*. (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 *-ment*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

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

But the new freedoms granted to African Americans were **unacceptable** to many southern whites who were used to being in control.

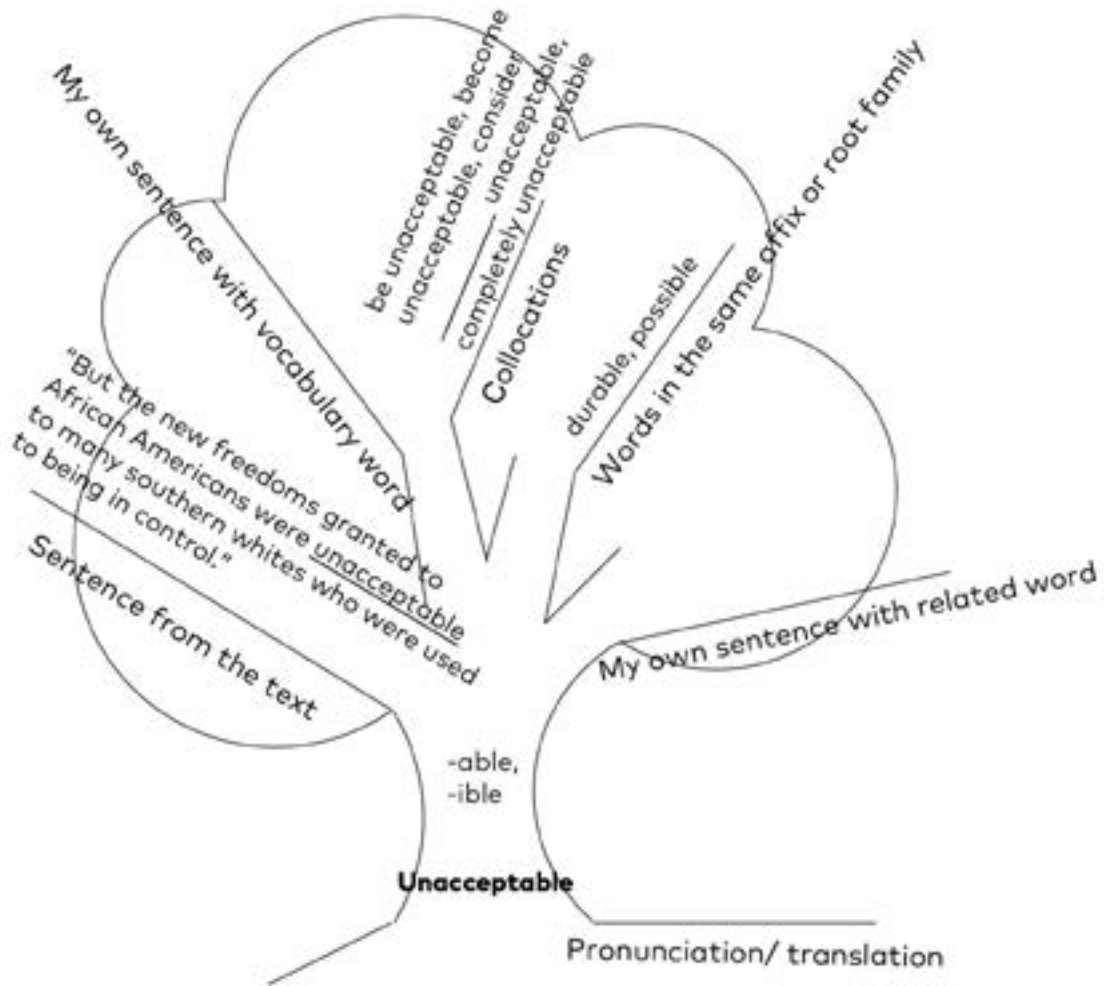
Source: *Promises to Keep*

The word is **"unacceptable."**

- 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 Affixes
<i>un</i> —not	<i>accept</i> —to take or agree with something that someone else offers you		

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



**Day 4**

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

The rapid shift in population caused overcrowding in many cities and increased **resentment** from many white workers who were now forced to work alongside blacks.

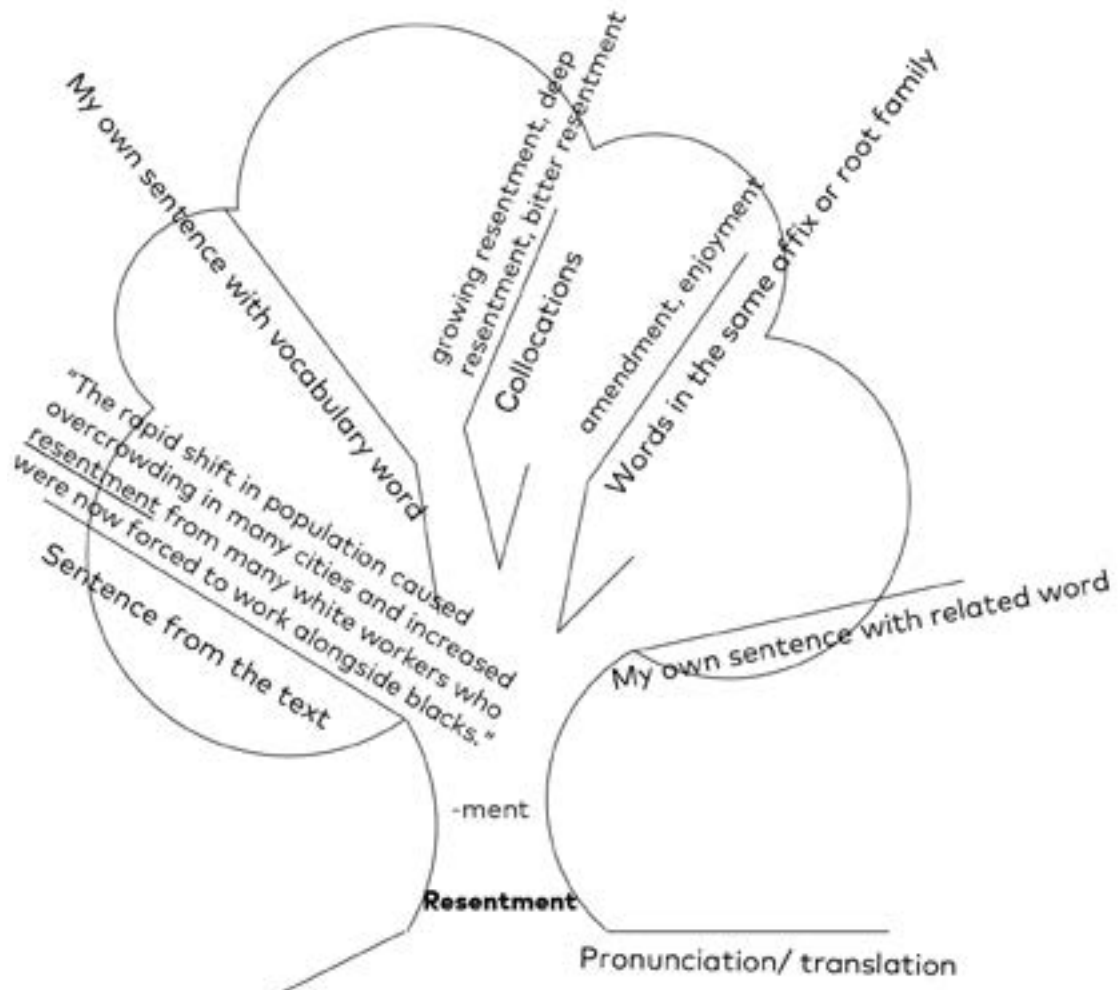
Source: *Promises to Keep*

The word is **"resentment."**

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 Affixes
re-again	sent—to feel (especially pain, regret)		

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





## Word Study and Vocabulary



### Unit 1, 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 *-able* or *-ible*. (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 *-ment*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

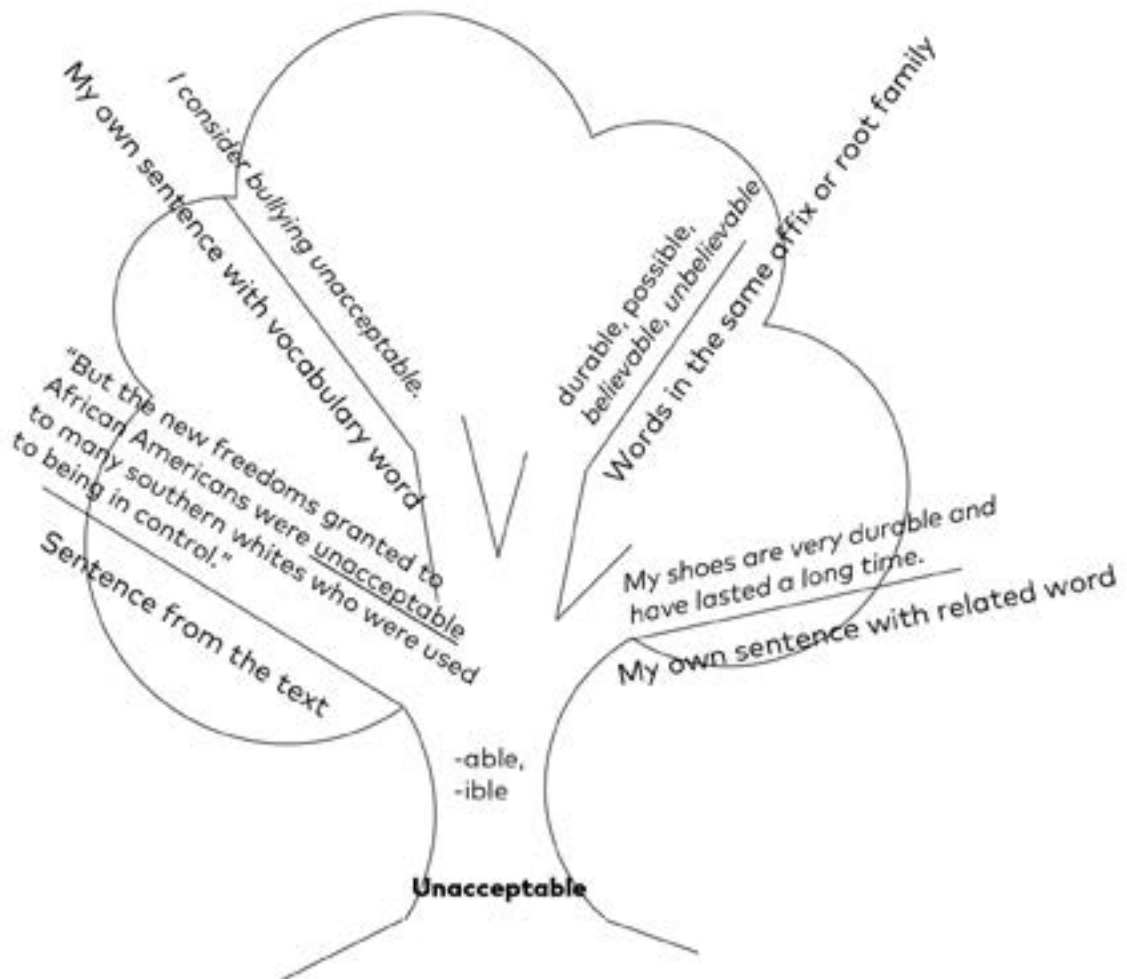
##### Day 2

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

Prefix	Root	Suffix	Definition of Affixes
<i>un-</i>	<i>accept</i> —to take or agree with something that someone else offers you	<i>-able</i>	<i>un-</i> means not <i>-able</i> means able to be; makes the word an adjective

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

*Responses will vary, but may include:*



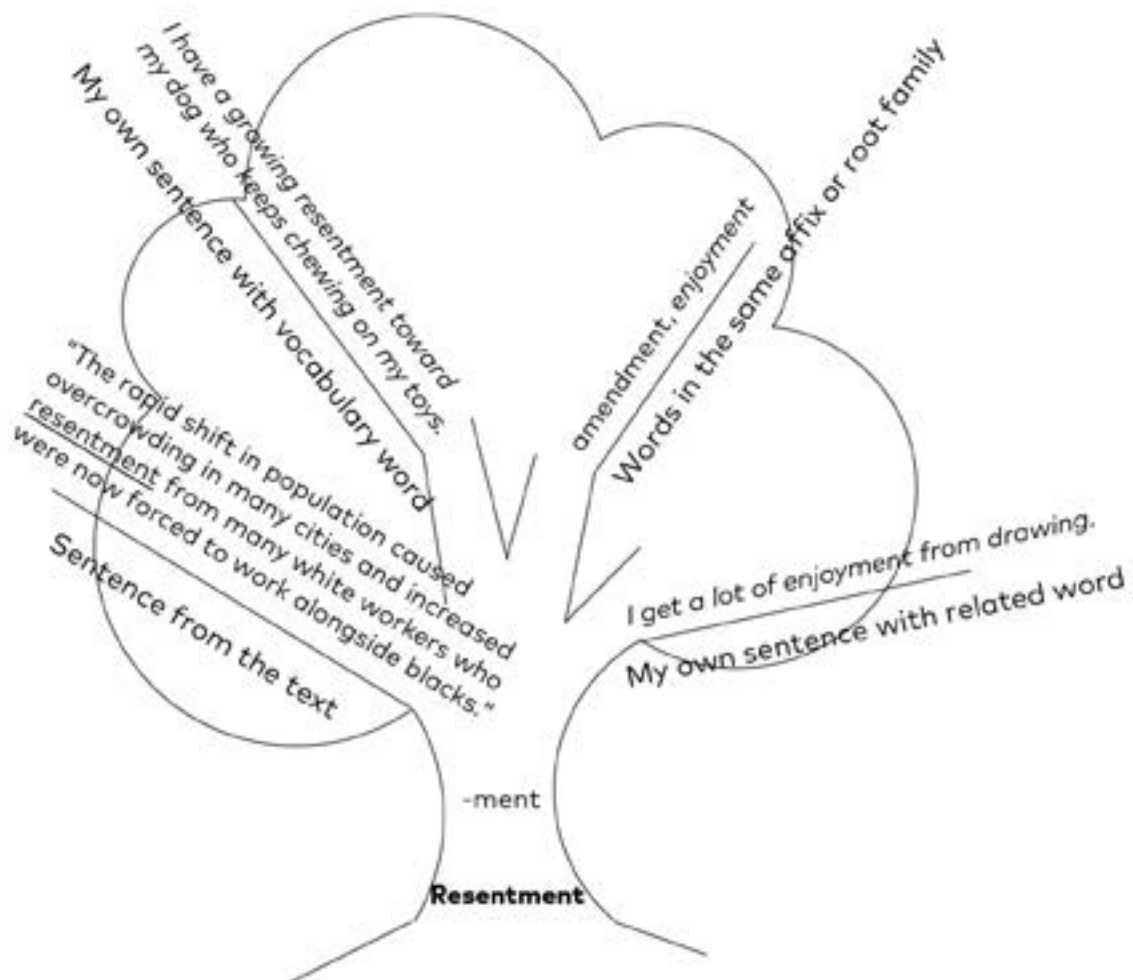
**Day 4**

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

Prefix	Root	Suffix	Definition of Affixes
re—again or back	sent—to feel (especially pain, regret)	-ment	act or process

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

*Responses will vary, but may include:*





## Word Study and Vocabulary



### Unit 1, Week 2: Teacher-Guided Student Activity Card (A) (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 *-able* or *-ible*. (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 *-ment*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 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 Affixes
<i>un-</i>	<i>accept</i> —to take or agree with something that someone else offers you	<i>-able</i>	<i>un-</i> means not <i>-able</i> means able to be; makes the word an adjective



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

*Responses will vary, but may include:*



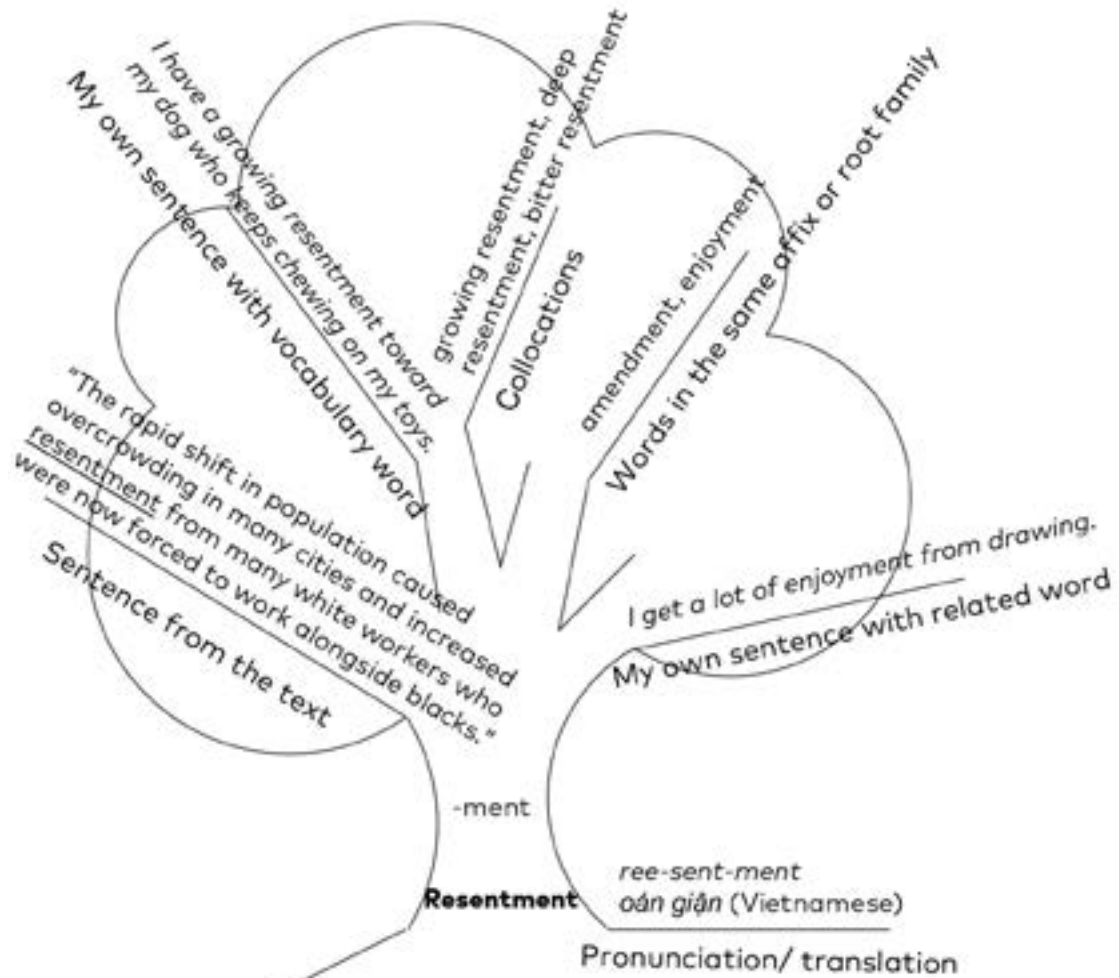
## Day 4

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

Prefix	Root	Suffix	Definition of Affixes
re—again or back	sent—to feel (especially pain, regret)	-ment	act or process

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

*Responses will vary, but may include:*





## Writing Practice



### Unit 1, Week 2: Student Task Card

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_



### Daily Learning Target

#### Day 2 and Day 4:

- I can write a paragraph (or essay) explaining how historical context or his personal qualities led to Jackie Robinson's success, using specific information in the text. (RI.5.3, W.5.2)

### Student Materials

#### Day 2 and Day 4:

- ☒ Writing plan from Day 1
- ☒ Lined paper

#### Day 4:

- ☒ Factors for success informative paragraph
- ☒ Colored pencils (optional; red, green, yellow)
- ☒ Lined paper (optional)

### Directions:

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

### Day 2

Prompt 1:

How did Jackie Robinson's **personal qualities** lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

OR

Prompt 2:

How did the **historical context** in which Jackie Robinson lived lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

1. Discuss with a partner what you are going to write about today. Point to the pre-writing plan you made on Day 1.

2. Write. Try to write quietly for the full 11 minutes.

Use these sentence frames to help you:

- "One factor in Jackie's success was \_\_\_\_\_."
- "This clearly shows \_\_\_\_\_."
- "This led to \_\_\_\_\_."
- "Another person who \_\_\_\_\_."
- "Because of this, \_\_\_\_\_."
- "This was another way for Jackie to \_\_\_\_\_."
- "Without this, \_\_\_\_\_."

#### Day 4

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

1. Revise your current informative paragraph or use another piece of paper to write a new one on the other prompt:

Prompt 1:

How did Jackie Robinson's **personal qualities** lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

OR

Prompt 2:

How did the **historical context** in which Jackie Robinson lived lead to his success in breaking the color barrier in baseball? What, in the text, makes you think so?

#### MORE CHALLENGE:

If you have finished writing, reread your informative paragraph and color-code it using colored pencils:

- Underline in **red** the sentence where you introduced the topic and gave context.
- Underline in **green** the focus statement of the paragraph (where you named the factor).
- Underline in **yellow** the sentences where you gave the supporting details from the text.
- Underline in **green** the sentences where you concluded the paragraph and restated the focus.

If you can't find all these parts of your piece, you may revise your informative paragraph to include them.