

# Additional Language and Literacy Block

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

Grade 4: Module 4

# Unit 3

## Additional Language and Literacy Block

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 4M4 UNIT 3 OVERVIEW

 <p><b>Reading and Speaking Fluency/GUM</b> L.4.1a</p>	<ul style="list-style-type: none"> <li>Students review and practice using relative pronouns and relative adverbs.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>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.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RI.4.2, L.4.1a, L.4.1e</p>	<ul style="list-style-type: none"> <li>Students practice determining the main idea and identifying supporting details in order to summarize texts. All students participate in a Language Dive on Day 4.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>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.)</li> </ul>
 <p><b>Independent Reading</b> RL.4.2, RI.4.10, RI.4.2, RI.4.10, SL.4.1</p>	<ul style="list-style-type: none"> <li>Students summarize and reflect on their favorite free choice and research reading texts to complete summary posters. They then participate in a Poster Session to share with their classmates and collect ideas for summer reading. Consider extending this activity over some of the flex days at the end of Unit 3. Add to the celebratory feeling by having refreshments and/or inviting students to dress as their favorite characters or in their pajamas. Allow students to read aloud their favorite passages from any text to a small group. Participate by sharing some of your favorite texts as well.</li> <li><i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> W.4.2, W.4.4, W.4.5, L.4.2b</p>	<ul style="list-style-type: none"> <li>Students write a letter to an adult who will help them complete a successful class project to address an issue in the community.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>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.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> RF.4.3a, L.4.4b, L.4.6</p>	<ul style="list-style-type: none"> <li>Students practice creating new words with the suffix <i>-able/-ible</i> and the prefix <i>pre-</i>. They also analyze two academic vocabulary words and their affixes using Vocabulary Trees.</li> <li><i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i></li> <li>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.)</li> </ul>

## Additional Language and Literacy Block

ALL 4M4 UNIT 3 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	<b>Reading and Speaking Fluency/GUM</b>  <b>Overview:</b> With teacher guidance, students review and practice using relative pronouns.  <b>Learning Target: I can identify and use relative pronouns in a sentence.</b> (L.4.1a)  <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 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■▲), (●◆)</li> </ul>	<b>Additional Work with Complex Text</b>  <b>Overview:</b> Students reread their expert group texts from the module lesson. They then determine the main idea, supporting details, and to write a summary.  <b>Learning Target: I can summarize a text.</b> (RI.4.2)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, 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 summarize and reflect on their favorite free choice reading text. They begin a Free Choice Reading Text Summary Poster to share with their classmates.  <b>Learning Target: I can summarize my favorite free choice reading text.</b> (RL/RI.4.2, RL/RI.4.10)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Independent Reading: Student Task Card</li> <li>Free Choice Reading Text Summary Poster</li> </ul>

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ALL 4M4 UNIT 3 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, students participate in a group peer critique of a student written summary. They then work as a group to revise the summary <b>Learning Target: I can summarize a text.</b> (RI.4.2) <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 3, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■●▲◆)</li> </ul>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> Students follow a task card to practice using relative pronouns in a sentence. <b>Learning Target: I can use relative pronouns correctly in sentences.</b> (L.4.1a) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> <li>Making Sentences cards</li> <li>Frames for Making Sentences</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to continue creating a Free Choice Reading Text Summary Poster to share with their classmates. <b>Learning Target: I can summarize my favorite free choice reading text.</b> (RL/RI.4.2, RL/RI.4.10) <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, students review and practice using relative adverbs. <b>Learning Target: I can identify and use relative adverbs in a sentence.</b> (L.4.1a) <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>Additional Work with Complex Text</b> <b>Overview:</b> Students choose new texts to read from the module lesson. They then determine the main idea, supporting details, and to write a summary. <b>Learning Target: I can summarize a text.</b> (RI.4.2) <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 continue creating a Free Choice Reading Text Summary Poster to share with their classmates on Week 1, Day 4 and again on Week 2, Day 4. <b>Learning Target: I can summarize my favorite free choice reading text.</b> (RL/RI.4.2, RL/RI.4.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 4M4 UNIT 3 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 focused on using the prepositional phrase <i>Regardless of</i> and the relative adverb <i>where</i> .  <b>Learning Targets: I can form and use prepositional phrases.</b> (L.4.1e)  <b>I can use relative adverbs.</b> (L.4.1a) <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Language Dive Guide: “Gender equality is a human right”</li> <li>• Language Dive Chunk Chart: “Gender equality is a human right”</li> <li>• Language Dive Sentence Strip Chunks: “Gender equality is a human right”</li> </ul>	<b>Reading and Speaking Fluency/GUM</b>  <b>Overview:</b> Students follow a task card to practice using relative pronouns in a sentence.  <b>Learning Target: I can use relative adverbs correctly in sentences.</b> (L.4.1a) <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 share their Free Choice Reading Text Summary Poster with a partner. Students who haven’t yet finished the Free Choice Reading Text Summary Poster get feedback today and can continue to work on it on Week 2, Days 1–3.  <b>Learning Target: I can tell others about my favorite free choice reading text.</b> (RL/RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> N/A
<b>Lesson 7</b>  ALL Block: Week 2, Day 1	<b>Writing Practice</b>  <b>Overview:</b> With teacher guidance, all students are introduced to the prompt and use a graphic organizer to plan an Invitation to Help Letter.  <b>Learning Target: I can write a letter to explain our class project, its purpose, and to ask for help.</b> (W.4.2, W.4.4, W.4.5) <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 3, Week 2: Writing Practice: Teacher Guide</li> <li>• Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■), (●◆▲)</li> <li>• Invitation to Help Letter graphic organizers (■●◆), (▲)</li> </ul>	<b>Word Study and Vocabulary</b>  <b>Overview:</b> Students practice making new words but adding the prefix <i>pre-</i> and the suffix <i>-able</i> or <i>-ible</i> to words.  <b>Learning Target: I can create new words by adding prefixes and suffixes and discuss their meanings.</b> (L.4.4b) <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Word Study and Vocabulary: Student Task Card</li> </ul>	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to summarize and reflect on their favorite research reading text. They start a Research Reading Text Summary Poster to share with their classmates.  <b>Learning Target: I can summarize my favorite research reading text.</b> (RI.4.2, RI.4.10) <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>• Unit 3, Week 2: Independent Reading: Student Task Card</li> <li>• Research Reading Text Summary Poster</li> </ul>

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ALL 4M4 UNIT 3 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>sustainable</i> with a focus on the suffix <i>-able</i> and <i>-ible</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> and <i>-ible</i> . (RF.4.3a, L.4.4b) <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 3, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)</li> </ul>	<b>Writing Practice</b> <b>Overview:</b> All students write a letter to an adult who can help them make the class's project to address an issue in the community a success. <b>Learning Target:</b> I can write a letter to explain our class project, its purpose, and to ask for help. (W.3.2, W.3.4, W.3.5) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Writing Practice: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to summarize and reflect on their favorite research reading text. They continue working on a Research Reading Text Summary Poster. <b>Learning Target:</b> I can summarize my favorite research reading text. (RI.4.2, RI.4.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 9</b>  ALL Block: Week 2, Day 3	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, all students review how to correctly write an address and review the first draft of their Invitation to Help Letters. <b>Learning Target:</b> I can use commas and capital letters in a mailing address. (L.4.2b) <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 review and practice using the word <i>sustainable</i> . <b>Learning Target:</b> I can use an academic vocabulary word in context. (L.4.6) <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 complete a Research Reading Text Summary Poster to share with their classmates. <b>Learning Target:</b> I can summarize my favorite research reading text. (RI.4.2, RI.4.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

(continued)

## Additional Language and Literacy Block

### ALL 4M4 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<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>precondition</i> with a focus on the prefix <i>pre-</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 prefix <i>pre-</i> . (RF.4.3a, L.4.4b) <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>Writing Practice</b> <b>Overview:</b> All students complete the Invitation to Help Letters. Students who completed the letter on Days 2 or 3 write an additional letter to a peer. <b>Learning Target:</b> I can write a letter to explain our class project, its purpose, and to ask for help. (W.4.2, W.4.4, W.4.5) <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 participate in a Poster Session on their classmates' Research Reading Text Summary Posters and Free Choice Reading Text Summary Posters. They use a note-catcher to gather summer reading options. Note: Students participate in a Poster Session on Day 4. In advance, post the Free Choice Reading Text Summary Posters and the Research Reading Text Posters for students to view. <b>Learning Target:</b> I can use my classmates' recommendations to find summer reading texts. <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>My Summer Reading Wish List note-catcher</li> </ul>
<b>Lesson 11</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 12</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 13</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 14</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 15</b>	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



## Reading and Speaking Fluency/GUM

### Unit 3, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can identify and use relative pronouns in a sentence. (L.4.1a)

##### Day 3

- I can identify and use relative adverbs in a sentence. (L.4.1a)

#### Teaching Notes

- In this component, students focus on GUM rather than Reading and Speaking Fluency. On Day 1, students review and practice using relative pronouns. On Day 3, they review and practice using relative adverbs.
- Note: Students participated in two Languages Dives and completed homework activities focused on L.4.1a in Unit 2. Use your observations from Unit 2 to modify this component as needed.
- **Differentiation:** To provide heavier support, revisit the Language Dives from Unit 2, Lessons 5 and 6, focused on relative adverbs and relative pronouns, respectively. Consider reviewing both the focus structure practice and the sentence practice for relative pronouns on Day 1, and doing the same for relative adverbs on Day 3, providing students with concrete examples of how each is used in a sentence. To provide less support, consider using these Language Dive sentences as concrete examples of how relative pronouns and relative adverbs function in a sentence, without completing the Language Dive practices.
- **In advance:** Prepare materials for independent student groups.

#### Materials

##### Day 1 and Day 3

- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Chart paper (optional; one piece; used by the teacher to chart sentences to provide more support for ■▲ groups)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

#### Instruction for Day 1

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning targets.
- Direct students' attention to the **Parts of Speech anchor chart** and review *relative pronouns* as needed.

- Invite students to complete step 1. To provide lighter support, invite students to complete step 1 with a partner and then debrief.
  - ▲: Consider modeling with a think-aloud for the first one. Be sure to ask yourself: “Is this relative pronoun referring to a thing/concept or a person?”
- Using a total participation technique, select students to share out their answers to each question. Prompt students to explain their thinking and identify whether the relative pronoun in each sentence is referring to a thing/concept or a person.

**Conversation Cue: “Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.” (Responses will vary.)**
- As time permits, complete the More Challenge. Students can practice saying sentences aloud to a partner or to the whole group.
- Collect Teacher-Guided Student Activity Cards to review student responses and determine whole class teaching points.
- Prepare students for Day 2’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

### Instruction for Day 3

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning targets.
- Direct students’ attention to the **Parts of Speech anchor chart** and review *relative adverbs* as needed.
- Invite students to complete step 1. To provide lighter support, invite students to complete step 1 with a partner and then debrief.
  - ▲: Consider modeling with a think-aloud for the first one. Be sure to ask yourself: “Is this relative adverb referring to a place, a time, or a reason?”
- Using a total participation technique, select students to share out their answers to each question. Prompt students to explain their thinking and identify whether the relative pronoun in each sentence is referring to a place, a time, or a reason. Note: Explain that *whom* is used infrequently and in more formal situations.

**Conversation Cue: “What, in the sentence, makes you think so?” (Responses will vary.)**
- As time permits, complete the More Challenge. Students can practice saying sentences aloud to a partner or to the whole group.
- Prepare students for the next day’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.



## Reading and Speaking Fluency/GUM



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

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



#### Daily Learning Targets

##### Day 1:

- I can identify and use relative pronouns in a sentence. (L.4.1a)

##### Day 3:

- I can identify and use relative adverbs in a sentence. (L.4.1a)

#### Student Materials

##### Day 1 and Day 3:

- ☒ Parts of Speech anchor chart

#### Directions:

##### Day 1

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

- Circle the correct relative pronoun in the sentences below. Draw an arrow from the relative pronoun to the noun it refers back to in the sentence.
  - A company \_\_\_\_\_ **that / who** \_\_\_\_\_ helps out the local school is very valuable.
  - The teachers and students \_\_\_\_\_ **which / who** \_\_\_\_\_ worked hard on the service project were pleased.
  - Remind me \_\_\_\_\_ **which / who** \_\_\_\_\_ one of the teams you are on for the class project.
  - I called the reporter at the local paper \_\_\_\_\_ **who / whose** \_\_\_\_\_ job it is to write about local events.

- e. We sent a letter to the Board of Supervisors, with \_\_\_\_\_ **whom/**  
**which** \_\_\_\_\_ we met last week, to request additional funds.

**MORE CHALLENGE:**

Practice using relative pronouns. Say each of these sentences out loud, filling in the blanks.

- "I'm looking for \_\_\_\_\_ who is \_\_\_\_\_."
- "I'm looking for a \_\_\_\_\_ whose main quality is \_\_\_\_\_."
- "I'm looking for a \_\_\_\_\_ that can give me more information about \_\_\_\_\_."



**Day 3**

1. Use a relative adverb (*where, when, why*) to complete the sentences below. Draw an arrow from the relative adverb to the noun it refers back to in the sentence.
  - a. I'm excited for the day \_\_\_\_\_ we start our class project.
  - b. She made a poster explaining the reason \_\_\_\_\_ we are doing the class project.
  - c. The United States is a country \_\_\_\_\_ everyone can vote, regardless of race and sex.
  - d. He hopes you will bring a friend the day \_\_\_\_\_ you come to help pick up trash in the park.
  - e. Have you considered the areas in our community \_\_\_\_\_ you might want to hang the posters? We want lots of people to see them.

**MORE CHALLENGE:**

Practice using relative adverbs. Say each of these sentences out loud, filling in the blanks.

- "I'm looking for \_\_\_\_\_ where I can \_\_\_\_\_."
- "I'm excited for \_\_\_\_\_ when \_\_\_\_\_."
- "Can you tell me why \_\_\_\_\_?"





## Reading and Speaking Fluency/GUM



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

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



#### Daily Learning Targets

##### Day 1:

- I can identify and use relative pronouns in a sentence. (L.4.1a)

##### Day 3:

- I can identify and use relative adverbs in a sentence. (L.4.1a)

#### Student Materials

##### Day 1 and Day 3:

- ☒ Parts of Speech anchor chart

#### Directions:

##### Day 1

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

1. Use a relative pronoun (*who, which, that, whom, whose*) to complete the sentences below. Draw an arrow from the relative pronoun to the noun it refers back to in the sentence.

- a. A company \_\_\_\_\_ helps out the local school is very valuable.
- b. The teachers and students \_\_\_\_\_ worked hard on the service project were pleased.
- c. Remind me \_\_\_\_\_ one of the teams you are on for the class project.
- d. I called the reporter at the local paper \_\_\_\_\_ job it is to write about local events.

- e. We sent a letter to the Board of Supervisors, with \_\_\_\_\_ we met last week, to request additional funds.
- f. The student, \_\_\_\_\_ passion for helping people was obvious, was a natural leader.
- g. It was my group with \_\_\_\_\_ I presented the poster.

**MORE CHALLENGE:**

Practice using relative pronouns. Say each of these sentences out loud, filling in the blanks.

- "I'm looking for \_\_\_\_\_ who is \_\_\_\_\_."
- "I'm looking for a \_\_\_\_\_ whose main quality is \_\_\_\_\_."
- "I'm looking for a \_\_\_\_\_ that can give me more information about \_\_\_\_\_."

### Day 3

1. Use a relative adverb (*where, when, why*) to complete the sentences below. Draw an arrow from the relative adverb to the noun it refers back to in the sentence.

- a. I'm excited for the day \_\_\_\_\_ we start our class project.
- b. She made a poster explaining the reason \_\_\_\_\_ we are doing the class project.
- c. The United States is a country \_\_\_\_\_ everyone can vote, regardless of race and sex.
- d. He hopes you will bring a friend the day \_\_\_\_\_ you come to help pick up trash in the park.
- e. Have you considered the areas in our community \_\_\_\_\_ you might want to hang the posters? We want lots of people to see them.
- f. There are many different reasons \_\_\_\_\_ people volunteer to help.
- g. If you want to live in a place \_\_\_\_\_ children have access to books, support our book drive!

#### MORE CHALLENGE:

Practice using relative adverbs. Say each of these sentences out loud, filling in the blanks.

- "I'm looking for \_\_\_\_\_ where I can \_\_\_\_\_."
- "I'm excited for \_\_\_\_\_ when \_\_\_\_\_."
- "Can you tell me why \_\_\_\_\_?"

Write a sentence about one of the kids who make a difference. Use a relative adverb or relative pronoun.

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## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Teacher-Guided Student Activity Card (Answers, for Teacher Reference)



#### Daily Learning Targets

##### Day 1:

- I can identify and use relative pronouns in a sentence. (L.4.1a)

##### Day 3:

- I can identify and use relative adverbs in a sentence. (L.4.1a)

#### Student Materials

##### Day 1 and Day 3:

- ☒ Parts of Speech anchor chart

#### Directions:

##### Day 1



1. Use a relative pronoun (*who, which, that, whom, whose*) to complete the sentences below. Draw an arrow from the relative pronoun to the noun it refers back to in the sentence.

*Note that italicized words below represent the nouns to which the relative pronouns refer.*

- a. A company **which** helps out the local school is very valuable.
- b. The *teachers and students* **who** worked hard on the service project were pleased.
- c. Remind me **which** one of the *teams* you are on for the class project.
- d. I called the *reporter* at the local paper **whose** job it is to write about local events.
- e. We sent a letter to the *Board of Supervisors*, **whom** we met last week, to request additional funds.



- f. The *student*, **whose** passion for helping people was obvious, was a natural leader.
- g. It was *my group* with **whom** I presented the poster.

### Day 3

1. Use a relative adverb (*where, when, why*) to complete the sentences below. Draw an arrow from the relative adverb to the noun it refers back to in the sentence.

*Note that italicized words below represent the nouns to which the relative pronouns refer.*

- a. I'm excited for the *day* **when** we start our class project.
- b. She made a poster explaining the *reason* **why** we are doing the class project.
- c. The United States is a *country* **where** everyone can vote, regardless of race and sex.
- d. He hopes you will bring a friend the *day* **when** you come to help pick up trash in the park.
- e. Have you considered the *areas in our community* **where** you might want to hang the posters? We want lots of people to see them.
- f. There are many different *reasons* **why** people volunteer to help.
- g. If you want to live in a *place* **where** children have access to books, support our book drive!

### MORE CHALLENGE:

*Responses will vary.*



## Additional Work with Complex Text



### Unit 3, Week 1: Student Task Card

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



### Daily Learning Targets

#### Days 1 and 3:

- I can summarize a text. (RI.4.2)

### Student Materials

#### Days 1 and 3:

- ☒ Devices to read expert group texts (one per student or one per pair; texts read on devices in Lesson 2 of the module lessons)

### Directions:

#### Day 1

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

1. Pair up with someone reading the same expert group text as you. On your device, using the 'Kids Making a Difference Links,' reread your expert group text aloud together.
2. With your partner find the main idea and two supporting details. Remember:
  - Texts can have more than one main idea.
  - Supporting details are the explicit information from the text that supports our thinking about the main idea.
  - Many times, but not always, the first sentence of a paragraph states the main idea of the paragraph. This is often referred to as the topic sentence.
  - The heading and topic sentences of each paragraph can be used as clues to determine the main idea.
  - As you read, think about what the text is about and gather details to confirm this original thinking about what the text is about or more precisely focus this thinking.

What is the main idea of the text? What point does the author want you to take away?

Supporting Detail:

Supporting Detail:

3. With your partner, summarize the text. Say it first, then write it. Remember criteria for an effective summary:
  - Short—only a few sentences long
  - Provides a brief outline, like oral paraphrasing in writing
  - Introduces the text by stating the title, pages, and author
  - Clearly explains the author's main idea
  - Includes the most important details from the text to explain the author's thinking

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**Day 3**

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

1. Pair up with someone reading the same expert group text as you. On your device, using the 'Kids Making a Difference Links,' choose and read a different text (NOT your expert text) aloud together.
2. With your partner find the main idea and two supporting details. Remember:
  - Texts can have more than one main idea.
  - Supporting details are the explicit information from the text that supports our thinking about the main idea.
  - Many times, but not always, the first sentence of a paragraph states the main idea of the paragraph. This is often referred to as the topic sentence.
  - The heading and topic sentences of each paragraph can be used as clues to determine the main idea.
  - As you read, think about what the text is about and gather details to confirm this original thinking about what the text is about or more precisely focus this thinking.

What is the main idea of the text? What point does the author want you to take away?

Supporting Detail:

Supporting Detail:



3. With your partner, summarize the text. Say it first, then write it. Remember criteria for an effective summary:

- Short—only a few sentences long
- Provides a brief outline, like oral paraphrasing in writing
- Introduces the text by stating the title, pages, and author
- Clearly explains the author's main idea
- Includes the most important details from the text to explain the author's thinking

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## Independent Reading



### Unit 3, Week 1: Student Task Card

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



### Daily Learning Targets

#### Days 1–3:

- I can summarize my favorite free choice reading text. (RL.4.2/RI.4.2, RL.4.10/RI.4.10)

#### Day 4:

- I can tell others about my favorite free choice reading text. (RL.4.10/RI.4.10, SL.4.1)

### Student Materials

#### Day 1:

- ☒ Independent reading journal
- ☒ Free choice reading text
- ☒ Free Choice Reading Text Summary Poster

#### Days 2–4:

- ☒ Free choice reading text
- ☒ Free Choice Reading Text Summary Poster (begun on Day 1)

### Directions:

#### Day 1

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

This week, we will celebrate your independent reading!

1. Pick your favorite free choice reading text. Use your independent reading journal if needed.
2. Move to sit with a partner:
  - Preview the Free Choice Reading Text Summary Poster. Take turns reading each box.
  - In the personal reflection box, you will answer **one** of these questions:  
What did you like most about this text?  
Why would you recommend this text to a friend?

- Discuss the tasks in each box. Use these sentence frames to help you:  
 "The best part of my text was \_\_\_\_\_, so I'll draw \_\_\_\_\_."  
 "My text deserves \_\_\_\_\_ stars because \_\_\_\_\_."  
 "My text was mostly about \_\_\_\_\_."  
 "I liked \_\_\_\_\_ about my text. For example, \_\_\_\_\_."  
 "I would recommend this text because \_\_\_\_\_."

3. Begin filling in the Free Choice Reading Text Summary Poster on your own.

### Day 2 and Day 3

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

1. Use the Paragraph Talk Through to discuss what you will write today for 5 minutes.

Conversation prompt	Sentence frames
I will summarize my text in two or three sentences. I will write something like ...	"The text was mostly about _____. "This is the story of _____. "First, _____. Next, _____. Then, _____. Last, _____.
Then I will answer <b>one</b> of the personal reflection questions. I will answer the question by writing something like this ...	"I liked _____ the most about my text because _____. For example, _____. "I would recommend this text because _____. For instance, _____.

2. Continue working on your Free Choice Reading Text Summary Poster.

#### MORE CHALLENGE:

If you finish your Free Choice Reading Text Summary Poster, choose a favorite passage from the text. Practice by whisper reading it. You can share it with a partner on Day 4.

**Day 4**

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

1. Move to sit with a partner and label yourselves A and B.
  - Partner A shares his or her Free Choice Reading Text Summary Poster, while pointing to his or her poster.
  - Partner B listens and gives one step and one star.
  - Switch roles and repeat this process.
2. Revise or finish your Free Choice Reading Text Summary Poster.

**MORE CHALLENGE:**

Once you and your partner have finished your posters, take turns reading aloud your favorite parts of your texts.



## Independent Reading



### Unit 3, Week 1, Day 1: Free Choice Reading Text Summary Poster

My Favorite Free Choice Reading Text		
Name:		
Title of the text	Author	How many stars would you give this text? ★ ★ ★ ★ ★
Draw a picture of one of the best parts of the text:		
A brief summary of the text:		Personal reflection:
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## Additional Work with Complex Text

### Unit 3, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can summarize a text. (RI.4.2)

##### Day 4

- I can form and use prepositional phrases. (L.4.1e)
- I can use relative adverbs. (L.4.1a)

#### Teaching Notes

- On Day 2, students participate in a small group critique of a student summary. Consider seeking volunteers in each group in advance who are willing to share their summary for a small group peer critique. Students should have the option to remain anonymous if they wish.
- On Day 4, students complete a Language Dive using a statement linked to the content of *The Hope Chest*. The sentence is taken from Youth Service America's "Youth Guide to the Global Goals," which can be accessed by creating a free account at this site: <https://ysa.csod.com>. Students work with the prepositional phrase *Regardless of*, as well as the relative adverb *where* (L.4.1e and L.4.1a). Students then practice using the prepositional phrase *Regardless of* in Unit 3, Week 2: Writing Practice when they list key points about the issues they are addressing in their letters. The sentence for today's Language Dive was also chosen because it connects to the big idea by providing a specific example of how we can encourage people to contribute to a better world by raising awareness and understanding (see rationale in Language Dive Guide).
- **Differentiation:** For Day 2, consider creating handouts of the Criteria for an Effective Summary anchor chart for ■ ▲, and consider pairing ELLs in home language groups. Some students may need to use this time to complete their summaries from Day 1. For Day 4, refer to the Language Dive Guide for differentiation. Not all students will complete the activity card.
- **In advance:**
  - 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.
  - Prepare materials for independent student groups.

#### Materials

##### Day 2

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student and one to display)

- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Criteria for an Effective Summary anchor chart (begun in Module 1)
- ✓ Chart paper (optional; one piece; used by the teacher to model “looks like, sounds like” exercise)

### Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: “Gender equality is a human right” (for teacher reference)
- ✓ Language Dive Chunk Chart: “Gender equality is a human right” (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: “Gender equality is a human right” (one to display)

### Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Invite students to retrieve their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card** and to reread what they wrote first to themselves, and then to an elbow partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Remind students that in Additional Work with Complex Text on Day 1, they reread their expert text and determined the main idea, supporting details, and summarized the text. Invite volunteers to read aloud their summaries for the group.
- Tell students that in this session they are going to begin by offering feedback to someone on the summary they wrote on Day 1. Remind students of the **Peer Critique anchor chart** and briefly review what an effective peer critique looks and sounds like.
- Invite a volunteer (consider identifying volunteers in advance) to put forth his/her summary for a group critique. This could also be done anonymously with the student identifying as a volunteer in advance.
- Direct students to the **Criteria for an Effective Summary anchor chart** and invite students to popcorn out the criteria for the whole group.
- Read and display the volunteered summary aloud for the whole group. As students listen invite them to consider which of the criteria on the effective summary anchor chart they can see evidence of in the summary.
  - ▲: Consider providing students with handouts of the Criteria for an Effective Summary anchor chart to highlight the criteria as they listen.
- Invite students to turn to an elbow partner to share the criteria they saw evidence of.
- Cold call students to share what their partner told them with the group.
 

**Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)**
- Tell students that you are going to read the summary aloud again, and this time they are going to listen for any criteria they feel the writer could improve upon.
  - ▲: Invite students who highlighted on handouts to highlight in a different color.

- Remind students again of the Peer Critique anchor chart and invite students to turn to an elbow partner to share the criteria they feel could be improved upon and how.
- Cold call students to share what their partner told them with the group.

**Conversation Cue: “Do you agree or disagree with what your classmate said? Why?”**  
(Responses will vary.)

- Invite students to help you rewrite the summary on the board or on chart paper. Take the original summary sentence by sentence, and determine whether it should remain the same, or whether something should be added or revised.
  - ◆: Volunteers can come to the front and scribe for the group.
- Review the criteria, one by one, on the Criteria for an Effective Summary anchor chart and invite students to place check marks on the rewritten summary where they see evidence of that criteria.
- If the student volunteer chose to be named, celebrate their original work and remind the group that we can always improve even the best work with the help and ideas of others.
- Prepare students for the next day’s independent activity: Display and walk through Day 3 on the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.

#### Instruction for Day 4

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Remind students that in *The Hope Chest*, one of the inequalities the characters were fighting against was the inequality of women not being allowed to vote. Read the sentence on the top of the activity card. Tell students that analyzing this sentence will help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing and when they speak about the issues addressed in the module lessons.
- 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: “Gender equality is a human right,” Language Dive Chunk Chart: “Gender equality is a human right,”** and the **Language Dive Sentence Strip Chunks: “Gender equality is a human right”** to guide students through a Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.





## Additional Work with Complex Text



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

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



#### Daily Learning Targets

##### Day 2:

- I can summarize a text. (RI.4.2)

##### Day 4:

- I can form and use prepositional phrases. (L.4.1e)
- I can use relative adverbs. (L.4.1a)

#### Student Materials

##### Day 2:

- ☒ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card

##### Day 4:

- ☒ None

#### Directions:

##### Day 2

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

1. Reread the summary on your Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.
2. Follow the directions of your teacher to peer critique a summary.

##### Day 4

**Regardless of where you live, gender equality is a human right.**

1. With a partner:
  - a. Take turns reading the sentence aloud.
  - b. Discuss the gist of the sentence.

- c. Write two questions you have about the sentence. Your questions could be about words you would like to know more about or phrases that you are wondering about.

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2. List examples of things you have the right to do, just as others of the opposite gender do.

I am a \_\_\_\_\_, and I have the right to \_\_\_\_\_

\_\_\_\_\_

just like \_\_\_\_\_.

\_\_\_\_\_ have the right to \_\_\_\_\_

\_\_\_\_\_

just like \_\_\_\_\_.

3. Regardless of where you live, \_\_\_\_\_

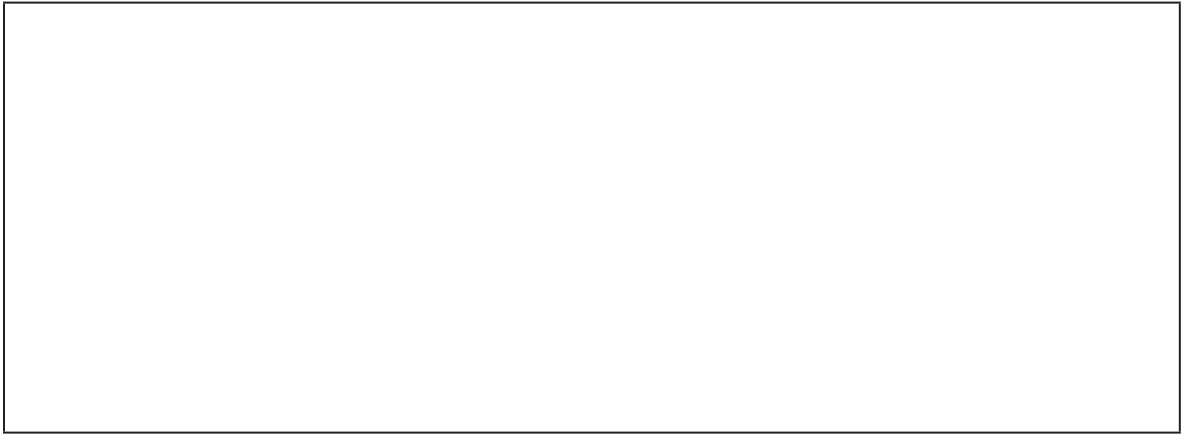
\_\_\_\_\_

Sketch your sentence below:



4. Regardless of where you live, \_\_\_\_\_ is a human right.

Sketch your sentence below:





## Additional Work with Complex Text



### Unit 3, Week 1, Day 4: Language Dive Guide: "Gender equality is a human right"

<b>Notes</b>	Refer to the Language Dive in Module 3, Unit 1, Lesson 5, for detailed notes on how the Language Dive format has changed starting in Module 3.
<b>Sentence</b>	<b>"Regardless of where you live, gender equality is a human right."</b>
<b>Rationale</b>	This sentence is compelling because it uses the prepositional phrase <i>Regardless of</i> to address L.4.1e, and the relative adverb <i>where</i> to help address L.4.1a. This sentence connects to the guiding question by providing a specific example of how we can encourage people to contribute to a better world by raising awareness and understanding of an issue linked to the novel <i>The Hope Chest</i> . Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure <b>Regardless of where you live</b> . Note that the chunks are presented out of order to provide context for the focus structure, allowing for better understanding and discussion. After discussing this structure, students practice it to describe something in their lives. Students apply their understanding of the meaning and structure of this sentence when writing key points about the issues they are addressing in their letters during day 3 of Writing in the ALL Block of this unit.
<b>Time</b>	15 minutes.
<b>Throughout the Language Dive</b>	Follow the same routines found in Module 3, Unit 1, Lesson 5.
<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 5, 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 3, Week 1, Day 4: Language Dive Chunk Chart: "Gender equality is a human right"

#### gender equality is a human right.



##### Deconstruct: Language Goals

- *gender equality*: "What is this sentence about?" *gender equality*, meaning that boys and girls, and men and women, have the same rights and opportunities. (noun phrase)
- "What does this chunk tell us?" This chunk expresses the belief that gender quality is an entitlement or privilege belonging to every single person, everywhere. Everyone is entitled to the same rights and opportunities, no matter what gender they are. (adverb)
- Students can take 30 seconds in pairs to list examples of things they have the right to do, just like people of their opposite gender do. (Example: I am a girl, and I have the right to pursue my dream of being an engineer, just like boys.) Then they can switch partners and list examples of things that people who are of the opposite gender have the right to do, just like they do. (Example: Boys have the right to pursue careers as teachers, just like girls do.) *Step # 2*

#### Regardless of where you live,

##### Deconstruct: Language Goals

- *you*: "Who is this chunk about?" This chunk is about *you* in a general sense, used to refer to any and all people. (pronoun)
- *Regardless of*: "Can you figure out why the author wrote *Regardless of*?" *Regardless of* means to not be affected by something. Note that *Regardless of* could be replaced with *Despite* or *It doesn't matter* without changing the meaning. Students can think of other ways to say *Regardless of* in their own words.
- *where*: Note that *where* is a relative adverb, which students learned about in Unit 2 of this module. Remind students that *where* refers to a place and that, in this chunk, *where* could be replaced with the *place in which* without changing the meaning. (relative adverb)
- "What does this chunk tell us?" This chunk introduces the subsequent chunk and tells us that no matter where you live, the information in the subsequent chunk will be true.
- Place this chunk in front of the previous chunk and invite students to chorally read them in their original order.

<b>Practice (Focus structure)</b>	<ul style="list-style-type: none"> <li>■ “Regardless of where you live, _____.” (Regardless of where you live, <u>you should have access to a good education.</u>)  Step # 3</li> <li>— To provide lighter support: “What if we replace <i>Regardless of</i> with <i>Because of</i>?” How would this change the meaning of the sentence?”</li> <li>— To provide heavier support: Invite students to discuss the meaning of the sentence in home language groups.</li> </ul>
<b>Regardless of where you live, gender equality is a human right.</b>	
<b>Reconstruct</b>	<ul style="list-style-type: none"> <li>■ “How can you say this sentence in your own words?” No matter where you live, all males and females are entitled to the same rights and opportunities.</li> <li>■ “How does this Language Dive add to your understanding of the big idea that we can encourage others to contribute to a better world by raising awareness, offering ideas, and providing opportunities to help?” It connects to the big idea by raising awareness that people have the right to be treated equally, no matter what gender they are.</li> </ul>
<b>Practice (Sentence)</b>	<ul style="list-style-type: none"> <li>■ “Regardless of where you live, _____ is a human right.” (Example: Regardless of where you live, <u>education</u> is a human right.)  Step # 4</li> <li>— To provide lighter support: “Can we say this sentence in a different order? How?”</li> <li>— To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame.</li> <li>■ Language Chunk Wall suggestions: <ul style="list-style-type: none"> <li>— Language to talk about a condition: <b><i>Regardless of where you live,</i></b></li> <li>— Language to make references: <b><i>Regardless of where you live,</i></b></li> <li>— Nouns and noun phrases and clauses (people, places, things, ideas): <b><i>gender equality is a human right.</i></b></li> </ul> </li> </ul>



### Additional Work with Complex Text



**Unit 3, Week 1, Day 4: Language Dive Sentence Strip Chunks:**  
**"Gender equality is a human right"**

**Regardless of where you live,**

gender equality is a human right.



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Student Task Card

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



### Daily Learning Targets

#### Day 2:

- I can use relative pronouns correctly in sentences. (L.4.1a)

#### Day 4:

- I can use relative adverbs correctly in sentences. (L.4.1a)

### Student Materials

#### Day 2 and Day 4:

- ☒ Making Sentences cards (one per triad)
- ☒ Scissors (one pair per student)
- ☒ Frames for Making Sentences (one per triad)

### Directions:

#### Day 2

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

1. Move into groups of three. Label yourselves A, B, and C.
2. Whisper read the definition of relative pronoun to yourself.

<b>relative pronoun</b>	a pronoun that refers to a noun previously named and introduces a clause that gives more information about that noun	who, that, which, whose, whom
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People	Things/Concepts
who, that, whom, whose	that, which, whose

3. Cut up the Making Sentences cards.



4. Place the Making Sentences cards on the Frames for Making Sentences handout to make sentences.

- Start with Frame 1.
  - Partners A and B each choose a card to place in the shaded boxes on the Frames for Making Sentences handout.
  - Partner C reads the sentence aloud and fills in the blank spaces around the word *because* in the frame.
  - Partners A, B, and C discuss whether or not the sentence is written correctly. If needed, change the cards.
    - "I think that the sentence is written correctly because \_\_\_\_\_."
    - "I do not think that the sentence is written correctly because \_\_\_\_\_."
  - Partners A and B each read the sentence aloud and fill in the blank spaces around the word *because* on the frame in a different way.
  - Repeat with different cards from partners A and B.
- Move on to Frame 2.
  - Partners A and C each place a card in the shaded spaces in the sentence frame.
  - Partner B reads the sentence aloud and fills in the blanks around the word *because* on the frame.
  - Partners A, B, and C discuss whether or not the sentence is written correctly.
  - Partners A and B each read the sentence aloud and fill in the blanks around the word *because* on the frame in a different way.
  - Repeat with different cards from partners A and C.

5. Write one of the sentences your group made today.

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- Underline the relative pronoun in your sentence and draw an arrow from the relative pronoun to the noun that it tells more about.

**MORE CHALLENGE:**

Draw what your sentence describes.


**Day 4**

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

1. Move into groups of three. Label yourselves A, B, and C.
2. Whisper read the definition of relative adverbs to yourself.

<b>relative adverb</b>	introduces a group of words that tells more about a noun; gives additional information about place, time and reason	where, when, why
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3. Cut up the Making Sentences cards.
4. Place the Making Sentences cards on the Frames for Making Sentences handout to make sentences.
  - Start with Frame 1.
    - Partner A places a card in the shaded spaces in the sentence frame.
    - Partner A reads the sentence aloud and fills in a word in the blank space on the frame.
    - Partners A, B, and C discuss whether or not the sentence is written correctly.
      - "I think that the sentence is written correctly because ..."
      - "I do not think that the sentence is written correctly because ..."

### Additional Language and Literacy Block

- Partners B and C each read the sentence aloud and fill in a word in the blank space on the frame in a different way.
- Repeat with different cards from partner A.

Move on to Frame 2.

- Repeat the same process as above, but partner B places a card in the frame and reads the sentence aloud first.

Move on to Frame 3.

- Repeat the same process as above, but partner C places a card in the frame and reads the sentence aloud first.

5. Write one of the sentences your group made today.

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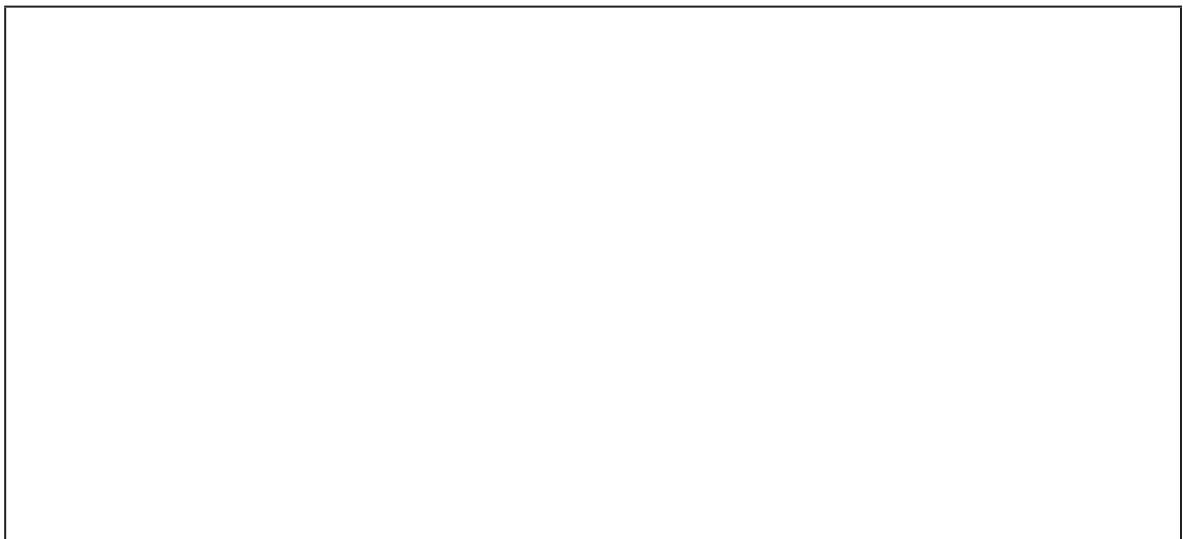
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- Underline the relative adverb in your sentence and draw an arrow from the relative adverb to the noun that it tells more about.

#### MORE CHALLENGE:

Draw what your sentence describes.





# Reading and Speaking Fluency/GUM



## Unit 3, Week 1: Making Sentences Cards

**Directions:** You will use these cards on Day 2 and Day 4. Cut up the day's set of cards below.

Partner A—cuts up and holds Cards #1

Partner B—cuts up and holds Cards #2

Partner C—cuts up and holds Cards #3

### Day 2

<b>CARDS #1</b> Relative pronouns	<b>CARDS #2</b> Phrases that signal people	<b>CARDS #3</b> Phrases that signal concepts or things
who	I'm looking for a person	the movie
that	the young lady	a book
which	my cousin	my favorite game
whose	the teacher	the pizza
<b>MORE CHALLENGE:</b> to whom I can send_____		

Day 4

<b>CARDS #1</b> <b>Phrases that</b> <b>describe a</b> <b>time</b>	<b>CARD #2</b> <b>Phrase that</b> <b>describe a</b> <b>place</b>	<b>CARDS #3</b> <b>Phrases</b> <b>that</b> <b>describe a</b> <b>reason</b>
recess time	I can buy ice cream	you like going outside
the time school ends	the movie is playing	you are a good dancer
a sunny day	my friend plays soccer	you came to school late
the moment I have finished my homework	I lost my favorite pencil	you called your mom



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1: Frames for Making Sentences

**Directions:** You will use these frames on Day 2 and Day 4.

Place the Making Sentences cards in the frames below. Then read the sentence aloud, filling in the blanks.

#### Frames for Day 2

<b>Frame 1</b>	I am looking for	INSERT A PHRASE THAT SIGNALS A PERSON.	INSERT A RELATIVE PRONOUN USED FOR PEOPLE.	_____because_____.
<b>Frame 2</b>	I am looking for	INSERT A PHRASE THAT SIGNALS A THINGS OR CONCEPT	INSERT A RELATIVE PRONOUN USED FOR THINGS OF CONCEPTS	_____because_____.

#### Frames for Day 4

<b>Frame 1</b>	I am looking for the ____ (noun)____	where	INSERT PHRASES THAT SIGNAL A PLACE	
<b>Frame 2</b>	I am looking forward to	INSERT PHRASE THAT SIGNALS TIME	when	I will be able to _____.
<b>Frame 3</b>	The reason	why	INSERT PHRASE THAT SIGNALS REASON	is because _____.



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 1:

- I can write a letter to explain our class project, its purpose, and to ask for help. (W.4.2, W.4.4, W.4.5)

##### Day 3:

- I can use commas and capital letters in a mailing address. (L.4.2b)

#### Teaching Notes

- In this component, students write a letter to an adult whose help they need to successfully complete the class project. In the letter, they provide a brief description of the project and the issue it helps address. This task gives students an opportunity to practice their learning about the prepositional phrase *Regardless of* and the relative adverb *where* from the Language Dive from Unit 3, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and brainstorm adults whose help they need. On Day 3, students continue writing or revising their letters to include an address and more thoroughly answer the prompt.
- Note: This lesson assumes that students have completed module Lesson 6.
- **Differentiation:** Preview the writing prompt for this component. The graphic organizer for the ▲ group allocates more space to add sample language that students brainstorm and then may use. To provide more challenge for the ◆ group, invite students to write two letters—one to an adult and one to a peer—that require them to adapt their writing for different audiences.
- **In advance:**
  - Consider writing a model letter for students to refer to. Base the letter on volunteer experience you’ve had in the past or help you would like in the classroom. Annotate the parts of the letter in the margin, including your opening, the sentence where you explain your reason for writing, the explanation of the issue or purpose of the project, the summary of the project, the specific help you are asking for, the closing, and the polite terms you used. Do not write a model on the specific class project for this component.
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ How Can We Make a Difference?: Action Plan anchor chart (begun in module Lesson 5)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (one piece; used by the teacher to brainstorm a list of adults)

- ✓ Invitation to Help Letter graphic organizer (one per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)
- ✓ Model Invitation to Help Letter (optional; one to display; see Teaching Notes)

### Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Invitation to Help Letter (completed on Week 2, Day 2; one per student)
- ✓ Chart paper (one piece; used by the teacher to publicly display answers for ■ ▲ group)
- ✓ Envelope (one per student and one for teacher modeling)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

### Instruction for Day 1

- Direct students' attention to **How Can We Make a Difference?: Action Plan anchor chart** and review as needed.
- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets and read aloud the writing prompt for the week. Tell students this writing assignment will help them make the class's project to address an issue in our community a success.

■ ▲: Review the meaning of the words *specific* and *polite*. Note that in many cultures, speaking in a direct way to an adult is considered a sign of disrespect. Explain that in English we use polite terms such as *please*, *could you*, and *we would appreciate it if*, but we ask for what we want specifically and directly. Consider asking a student to loan you her pencil in three different ways (one impolitely, one non-specifically, and one politely and specifically) and asking other students to identify which way was specific and polite.

- On **chart paper**, briefly brainstorm with students a list of adults to whom they might send their letter. Ask students from each team to list some adults. (Students may refer to How Can We Make a Difference?: Team Project Plan from module Lesson 6 if needed.)

**Community Involvement team:** *"Who were the community partners you identified?"*

**Advertising team:** *"Who can help you get the word out about your project?"*

**Gather Resources team:** *"Who can help you get the supplies you need?"*

**Organize Logistics team:** *"Who can help you make sure your project is running smoothly?"*

- Instruct students to complete step 1 on their Student Activity Cards with a partner. Remind them that they may write a letter to any adult, not just an adult that their team identified. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite volunteers to share answers for step 1.

**Conversation Cue:** *"Can anyone add on to what your classmate just said?" (Responses will vary, but students should note some specific ways adults can help.)*

- Distribute the **Invitation to Help Letter graphic organizer** and invite students to complete step 2 individually.



■●◆: Invite students to discuss with a partner some words or phrases that may help them explain the project and its purpose, and to ask for help in a specific, polite way (e.g., “Did you know?”; “We would appreciate your help. Could you \_\_\_\_\_?”).

▲: Talk students through the graphic organizer and brainstorm words or phrases that can be used in each section. Add student examples to the examples already listed on the graphic organizer.

- Invite students to discuss step 3 with a partner. As time permits, invite pairs to share out. To provide more support, capture an exemplar summary of the project and post for students to use during Day 2.
- Remind students that they will be sending these letters and that they will need to bring in an address for Day 3. (Note: If students are unable to bring in an address, consider having them write a letter to an adult in the school building—e.g., a former teacher.)
- Collect the Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will finish their Invitation to Help Letter graphic organizer (if needed) and write their letters. Give students specific, positive feedback on their prewriting thinking. Display and walk through the **Unit 3, Week 2: Writing Practice: Student Task Card**. Remind students to format the letter correctly. If needed, post the **Model Invitation to Help Letter** for students to refer to throughout the week.

### Instruction for Day 3

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review learning targets.
- Instruct students to retrieve their **Invitation to Help Letters** from Day 2 and complete steps 1–2 on the activity card. While they are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student volunteers to share their answers for steps 1–2.

**Conversation Cue:** “Does anyone agree or disagree with what your classmate just said? Why?” (Responses will vary.)

■▲: Chart student answers on **chart paper** as they are shared so formatting is visible. Additionally, consider modeling and thinking aloud correcting the first incorrect address in step 1. However, do so only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

- Model how to write a mailing address on an **envelope**.
- Distribute envelopes and invite students to complete step 3. If useful, invite students to do this in pairs. Students can work together on the first address and then work together to address the second envelope.
- Post the school address and invite all students to write the school address as the return address. For more challenge, students may also choose to write their own mailing address as the return address.
- Invite students to complete step 4. If needed, review the format of a letter, including the closing.

◆: Invite students to read a partner’s letter and answer questions for their partner. Then debrief components as necessary. As time permits, invite students to explain one component that their partner’s paper does well.

■●▲: As time permits, briefly walk through a student exemplar to illustrate how to format properly; give a reason for writing; explain the issue succinctly; summarize the project briefly; and include a specific invitation to help, as well as a correct closing. Consider using multiple exemplars to illustrate different components, annotating the components that are focused on in the margin of the letter.

- Collect Teacher-Guided Student Activity Cards and envelopes.
- Tell students that tomorrow they will have a chance to finish their letters. If needed, they should revise them to make sure they include all the parts listed in step 4. Walk through Day 4 on the **Unit 3, Week 2: Writing Practice: Student Task Card**. Tell students in the ♦ group and any other students who have already completed a satisfactory letter to write a new letter to a peer instead of an adult.



## Writing Practice



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

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



### Daily Learning Targets

#### Day 1:

- I can write a letter to explain our class project, its purpose, and to ask for help. (W.4.2, W.4.4, W.4.5)

#### Day 3:

- I can use commas and capital letters in a mailing address. (L.4.2b)

### Student Materials

#### Day 1:

- ☒ How Can We Make a Difference?: Action Plan anchor chart
- ☒ Invitation to Help Letter graphic organizer

#### Day 3:

- ☒ Invitation to Help Letter
- ☒ Envelope

### Directions:

#### Day 1

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

#### Writing Prompt:

A successful class project will require the help of many people. Write a letter to an adult whose help we will need to complete our class project. Be sure to briefly explain the issue we are trying to address, summarize what we will do in the project, and ask for their help in a specific and polite way.

1. With a partner, reread the How Can We Make a Difference?: Action Plan anchor chart. Brainstorm at least three adults who could help make our class project a success. Write them on the chart.

Name or role of person	What <u>specific</u> things can this person do to help?
My mom	Give me a ride to hang up posters. Help me find old books to donate at my house and my cousin's house.

2. Complete the Invitation to Help Letter graphic organizer.
3. Discuss with a partner: Take turns summarizing our class project in one or two sentences.

**Day 3**

1. Correct the addresses below.

Incorrect address	Correct address
Alicia Rodriguez, 75 cowboy lane, twin falls ID 83301	
Deon Masotti, 711 claymaker street, canonsburg, pa, 15241	

2. Exchange your Invitation to Help Letter with a partner. Check the address at the top of your partner's page.

Is it written correctly? **Yes/No**

3. Address the envelope to send your letter tomorrow.
4. Reread your letter and answer the questions below.

Did you format your letter correctly? **Yes/Not yet**

Did you explain the reason you are writing the letter? **Yes/Not yet**

Did you briefly summarize the issue? **Yes/Not yet**

Did you explain what specific help you would like? **Yes/Not yet**

Were you polite? **Yes/Not yet**

Did you close your letter? **Yes/Not yet**

5. Continue writing your letter.



## Writing Practice



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

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



### Daily Learning Targets

#### Day 1:

- I can write a letter to explain our class project, its purpose, and to ask for help. (W.4.2, W.4.4, W.4.5)

#### Day 3:

- I can use commas and capital letters in a mailing address. (L.4.2b)

### Student Materials

#### Day 1:

- ☒ How Can We Make a Difference?: Action Plan anchor chart
- ☒ Invitation to Help Letter graphic organizer

#### Day 3:

- ☒ Invitation to Help Letter
- ☒ Envelope

### Directions:

#### Day 1

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

#### Writing Prompt:

A successful class project will require the help of many people. Write a letter to an adult whose help we will need to complete our class project. Be sure to briefly explain the issue we are trying to address, summarize what we will do in the project, and ask for their help in a specific and polite way.

1. With a partner, reread the How Can We Make a Difference?: Action Plan anchor chart. Brainstorm at least three adults who could help make our class project a success. Write them on the chart.

Name or role of person	What <u>specific</u> things can this person do to help?
My mom	Give me a ride to hang up posters. Help me find old books to donate at my house and my cousin's house.

- Complete the Invitation to Help Letter graphic organizer.
- Discuss with a partner: Take turns summarizing our class project in one or two sentences.
  - "Our class plans to \_\_\_\_\_."
  - "We are going to take action by \_\_\_\_\_."

**Day 3**

1. Correct the addresses below.

Incorrect address	Correct address
Alicia Rodriguez, 75 cowboy lane, twin falls ID 83301	
Deon Masotti, 711 claymaker street, canonsburg, pa, 15241	
Write a letter to Mrs. Red Riding Hood. She lives in Fairy Tale City on Forrest lane. The house number is 32. The state is MI. The zip code is 11223.	

2. Exchange your Invitation to Help Letter with a partner. Check the address at the top of your partner's page.

Is it written correctly? **Yes/No**

3. Address the envelope to send your letter tomorrow.
4. Reread your letter and answer the questions below. (MORE CHALLENGE: Exchange with a partner.)

Did you format your letter correctly? **Yes/Not yet**

Did you explain the reason you are writing the letter? **Yes/Not yet**

Did you briefly summarize the issue? **Yes/Not yet**

Did you explain what specific help you would like? **Yes/Not yet**

Were you polite? **Yes/Not yet**

Did you close your letter? **Yes/Not yet**

5. Continue writing your letter.





## Writing Practice



### Unit 3, Week 2, Day 1: Invitation to Help Letter Graphic Organizer (■●◆)

**W.4.2**

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

Name and Address of Sender: (The school address or your home address)	
Dear _____ (Name of person),	
Reason for writing the letter:	
<p>Key points about issue we are trying to address:</p> <p>1.</p> <p>2.</p>	<p>Words or phrases I could use:</p>

Project summarized:	Words or phrases I could use:
Ways the reader can help make the project a success: 1.  2.	Words or phrases I could use:
Sign-off:	



## Writing Practice



## Unit 3, Week 2, Day 1: Invitation to Help Letter Graphic Organizer (▲)

W.4.2

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

Name and Address of Sender: (The school address or your home address)	Word Bank:
Dear _____ (Name of person),	
Reason for writing the letter:	I'm writing because ... I would like to ...
Key points about issue we are trying to address:  1.       2.	Did you know ...?  Regardless of where you live, _____ is a human right.

Project summarized:	We want to take action on this issue by _____.
Ways the reader can help make the project a success:  1.    2.	We are asking for your support. Could you _____?
Sign-off:	Yours truly,



## Word Study and Vocabulary



### Unit 3, Week 2: Student Task Card

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



#### Daily Learning Targets

##### Day 1:

- I can create new words by adding prefixes and suffixes and discuss their meanings. (L.4.4b)

##### Day 3:

- I can use an academic vocabulary word in context. (L.4.6)

#### Student Materials

##### Day 1:

- ☒ Affix List
- ☒ Dictionary

##### Day 3:

- ☒ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

#### Directions:

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##### Day 1

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

1. Read the definition of the affixes and the example.

- The prefix **pre-** means *before* (just as *prefix* is the part of the word that comes before the root!).
- The suffix **-able** or **-ible** means *can be done*.

## 2. Practice making words orally with a partner.

- Timekeeper sets the timer for 7 minutes.
- Take turns adding *pre-* or *-able (-ible)* to the words in the middle column. Talk about possible definitions. You may make words you know or words you have never heard before.
  - Example: "I think *presleep* means the things you do before you sleep. A sentence would be: *To presleep, I read my book.*"
  - Sentence frame: "I think \_\_\_\_\_ means \_\_\_\_\_. A sentence would be: \_\_\_\_\_."

pre-	sleep	-ible  -able
	school	
	wash	
	agree	
	suggest	
	read	
	pay	
	frog	
	laugh	
	dispose	
	unite	
	adult	

3. After 7 minutes, write and check your words.
- Choose at least three *pre-* words and three *-able* words that you and your partner discussed.
  - Write them on the table below and guess whether or not they are in the dictionary.
  - As time permits, check the words in the dictionary. (Remember—if you don't find it, you just made up a new word!)

Word (pre- + word) or (word + -able, -ible)	What it means	I think I will find this word in the dictionary (yes or no)
presleep	The things you do before you go to sleep	no

**Day 3**

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

1. Read your Unit 3, 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. Practice using that word in sentences. Say two sentences aloud to your partner using the word.
3. Write two sentences using that word below.

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4. Practice changing verbs into adjectives by adding *-able* or *-ible* on the end. Use words like *excite*, *agree*, *believe*, or *suggest* or your own verbs. Write at least two words below. Use *The Hope Chest* to find verbs, as well as a dictionary to help with definitions.

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**MORE CHALLENGE:**

Create some more adjectives. Write them in the space below.

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## Independent Reading



### Unit 3, Week 2: Student Task Card

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



### Daily Learning Targets

#### Days 1–3:

- I can summarize my favorite research reading text. (RI.4.2, RI.4.10)

#### Day 4:

- I can use my classmates' recommendations to find summer reading texts.

### Student Materials

#### Day 1:

- ☒ Free Choice Reading Text Summary Poster (optional)
- ☒ Independent reading journal
- ☒ Research reading text
- ☒ Research Reading Text Summary Poster

#### Days 2 and 3:

- ☒ Research Reading Text Summary Poster (begun on Day 1)
- ☒ Research reading text

#### Day 4:

- ☒ My Summer Reading Wish List note-catcher
- ☒ Research reading text (optional)
- ☒ Free choice reading text (optional)

### Directions:

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#### Day 1

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

1. If you have not finished your Free Choice Reading Text Summary Poster, do so.
2. Pick your favorite research reading text. Use your independent reading journal if needed.

3. Move to sit with a partner:
  - Preview the Research Reading Text Summary Poster. Take turns reading each box.
  - In the personal reflection box, you will answer **one** of these questions:
    - What did you like most about this text?
    - Why would you recommend this text to a friend?
4. Discuss the tasks in each box. Use these sentence frames to help you.
 

"The best part of my text was \_\_\_\_\_, so I'll draw \_\_\_\_\_."

"My text deserves \_\_\_\_\_ stars because \_\_\_\_\_."

"My text was mostly about \_\_\_\_\_."

"I liked \_\_\_\_\_ about my text. For example, \_\_\_\_\_."

"I would recommend this text because \_\_\_\_\_."
5. Begin filling in the Research Reading Text Summary Poster.

### Days 2 and 3

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

1. Move to sit with a partner.
2. Use the Paragraph Talk Through to discuss what you will write today for 5 minutes.

Conversation prompt	Sentence frames
I will summarize my text in two or three sentences. I will write something like ...	<p>"The text is mostly about _____."</p> <p>"This text explains _____."</p> <p>"This text shows _____."</p> <p>"The main idea of this text is _____.</p> <p>First, _____. Next, _____.</p> <p>Then, _____. Last, _____."</p>
Then I will answer <b>one</b> of the personal reflection questions. I will answer the question by writing something like this ...	<p>"I liked _____ about my text the most because _____. For example, _____."</p> <p>"I would recommend this text because _____.</p> <p>For instance, _____."</p>

3. If you have not finished your Free Choice Reading Text Summary Poster, do so OR continue working on Research Reading Text Summary Poster. Post your posters once you are finished.

**MORE CHALLENGE:**

If you finish your Research Reading Text Summary Poster, choose a favorite passage from your text. Practice by whisper reading it. You can share it with a partner on Day 4.

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**Day 4**

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

1. Move to sit with a partner.
2. Preview the My Summer Reading Wish List note-catcher. Facilitator reads the directions aloud and asks if there are any questions.
3. Participate in a Poster Session:

Silently walk around the room and look at your classmates' posters. When you find a book that interests you, write it on the My Summer Reading Wish List note-catcher.

**MORE CHALLENGE:**

Find a partner who has also finished the Poster Session and share your favorite passage from either your free choice reading text or your research reading text.



## Independent Reading



## Unit 3, Week 2, Day 1: Research Reading Text Summary Poster

My Favorite Research Reading Text		
Name:		
Title of the text	Author	How many stars would you give this text? ★ ★ ★ ★ ★
Draw a picture of one of the best parts of the text:		
A brief summary of the text:	Personal reflection:	



## Independent Reading



### Unit 3, Week 2, Day 4: My Summer Reading Wish List Note-catcher

**Directions:** As you participate in the Independent Reading Poster Session, write down at least two books you'd like to read over the summer.

Title of text	Author	This book interests me because ...



## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the suffix *-able* and *-ible*. (RF.4.3a, L.4.4b)

##### Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the prefix *pre-*. (RF.4.3a, L.4.4b)

#### Teaching Notes

- On Day 2, students focus on the academic vocabulary word *sustainable* with an emphasis on the suffix *-ible* and *-able*. On Day 4, students focus on the academic vocabulary word *precondition* with an emphasis on the prefix *pre-*. Both days, students practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the words and how to use them. The sentence both words are found in is taken from Youth Service America's "Youth Guide to the Global Goals", which can be accessed by creating a free account at this site: <https://ysa.csod.com>. This sentence was chosen for choice of vocabulary and the links to the content of the novel *The Hope Chest*.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Trees. 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 3, 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)
- ✓ **Day 2 only:** Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

#### Instruction for Day 2

- Distribute the **Unit 3, 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 deconstruct 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.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- If time permits, practice making adjectives by adding *-able* or *-ible* to a verb, such as *wash*. Ensure students understand that generally we add these suffixes to a verb and not to a noun, such as *child* or *tree*. If useful, students can write some examples in the space below the affix chart.
- ▲ Mini Language Dive: "Gender equality is a precondition for / making any serious shift towards / **a more peaceful, prosperous, and sustainable world.**"

*Note: This Mini Language Dive will span Days 1 and 3.*

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

**"What is this chunk about?" (the world)**

**"What does this chunk tell us?" (what the world would be like with gender equality)**

- *peaceful, prosperous, sustainable*: "What would the world be like with gender equality?" The world would be *more peaceful, prosperous, and sustainable*. Note that these words are similar because they all mean "good" but they have different kinds of "good," or shades of meaning. *peaceful* means calm, without conflict or fighting; *prosperous* means successful and full of resources; and *sustainable* means able to continue, to keep existing. (adjectives)
- Students can practice pantomiming and naming adjectives with different shades of meaning—for example, adjectives that mean "sad" and "really sad" and "a little sad" (e.g., *unhappy, disappointed, devastated*). Students can pantomime different levels of sadness to go with each word.

— Practice: "\_\_\_\_ makes us a \_\_\_\_, \_\_\_\_, and \_\_\_\_ classroom." (Working together makes us a fun, productive, and energetic classroom. The books we read make us a(n) informed, curious, and smarter classroom.)

— Reconstruct: Reread the sentence. Ask:

**"Now what do you think the sentence means?"**

*Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:*

— Practice: "\_\_\_\_ moves us toward a more \_\_\_\_, \_\_\_\_, and \_\_\_\_ world/community/school." (Supporting our local library moves us toward a more happier, well read, and united community.) Students can practice making sentences about their class project.

- Invite students to complete the Vocabulary Tree on their activity card, supporting them as needed.

▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Students can use a collocation to form their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.

■: Post a simple sentence starter for students to use when writing their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.

- ◆: Invite students to write several sentences. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentences.
- Prepare students for Day 3's independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

### Instruction for Day 4

- Distribute the **Unit 3, 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 of **chart paper**.
  - Invite students to work independently or with a partner, and use the chart 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.
  - Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- As time permits, practice making new words by adding *pre-* to existing words. Note: The prefix can be used with a variety of parts of speech, but it is often used with a verb. If useful, students can write some examples in the space below the affix chart.
- ▲: Return the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree. For suggested differentiation, see Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.





## Word Study and Vocabulary



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

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



#### Daily Learning Targets

##### Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary with the suffix *-able* and *-ible*. (RF.4.3a, L.4.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *pre-*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

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

"Gender equality is a precondition for making any serious shift towards a more peaceful, prosperous, and **sustainable** world."

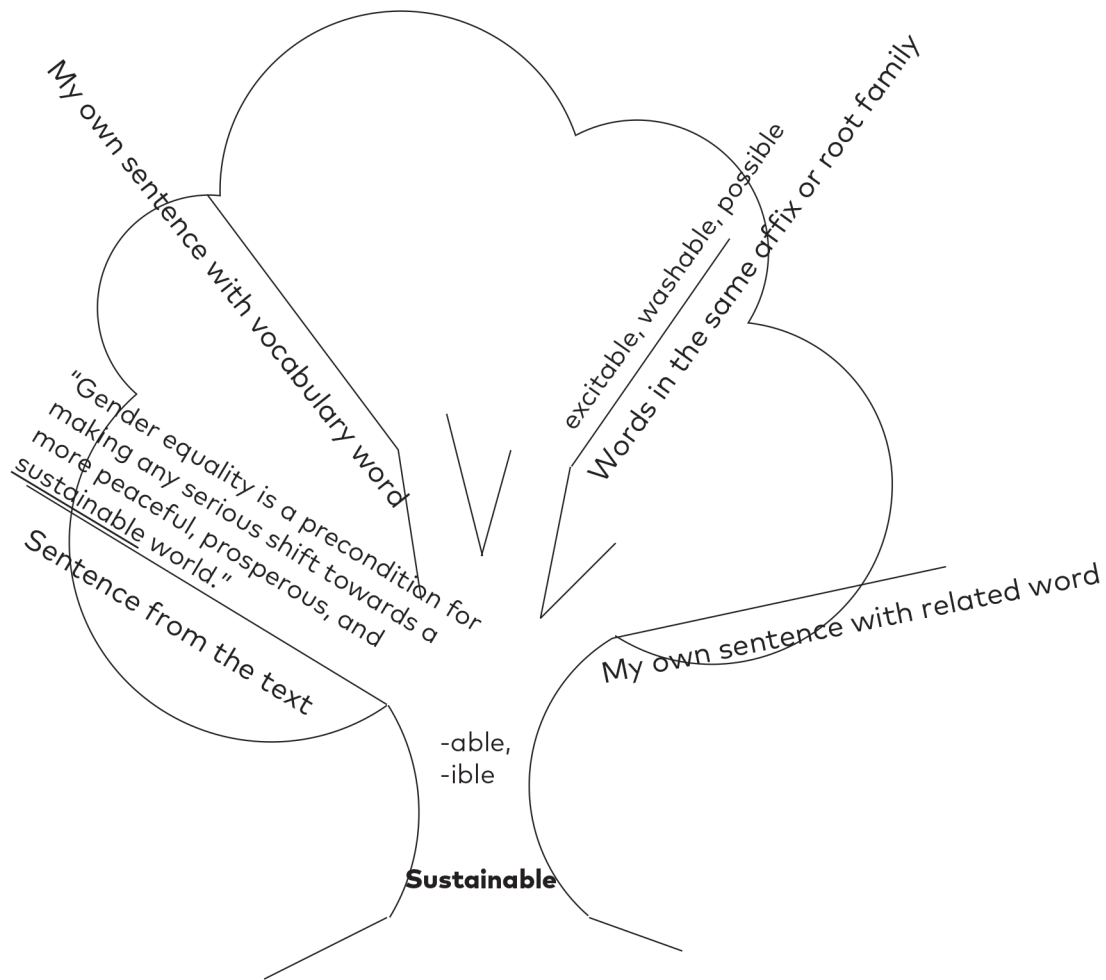
Source: "Youth Guide to the Global Goals"

The word is "**sustainable**."

1. Deconstruct the word *sustainable* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	sustain—to make something keep going or continue to exist		

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



## Day 4

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

"Gender equality is a **precondition** for making any serious shift towards a more peaceful, prosperous, and sustainable world."

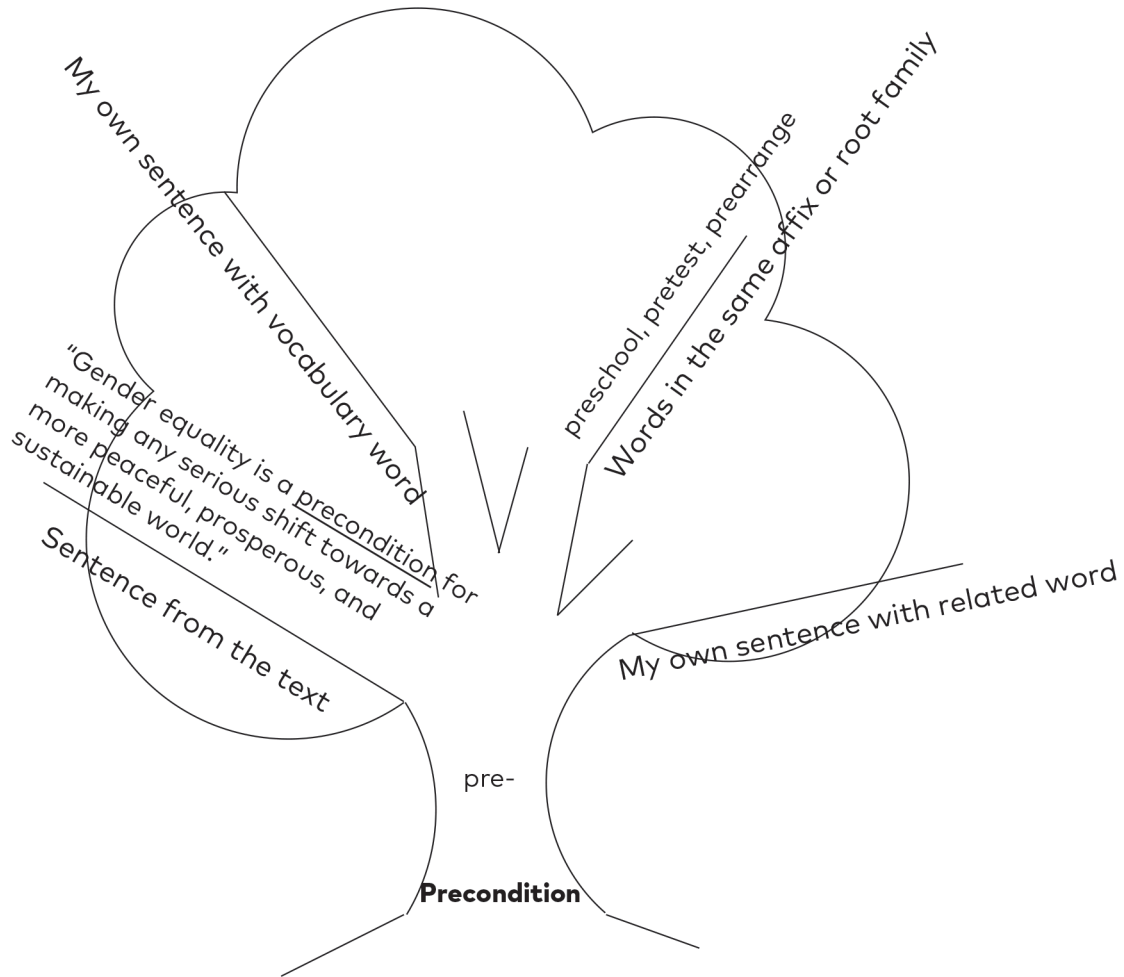
Source: "Youth Guide to the Global Goals"

The word is "**precondition.**"

1. Deconstruct the word *precondition* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	condition— something that must happen before another thing can happen		

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





## Word Study and Vocabulary



### Unit 3, 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 with the suffix *-able* and *-ible*. (RF.4.3a, L.4.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *pre-*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

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

"Gender equality is a precondition for making any serious shift towards a more peaceful, prosperous, and **sustainable** world."

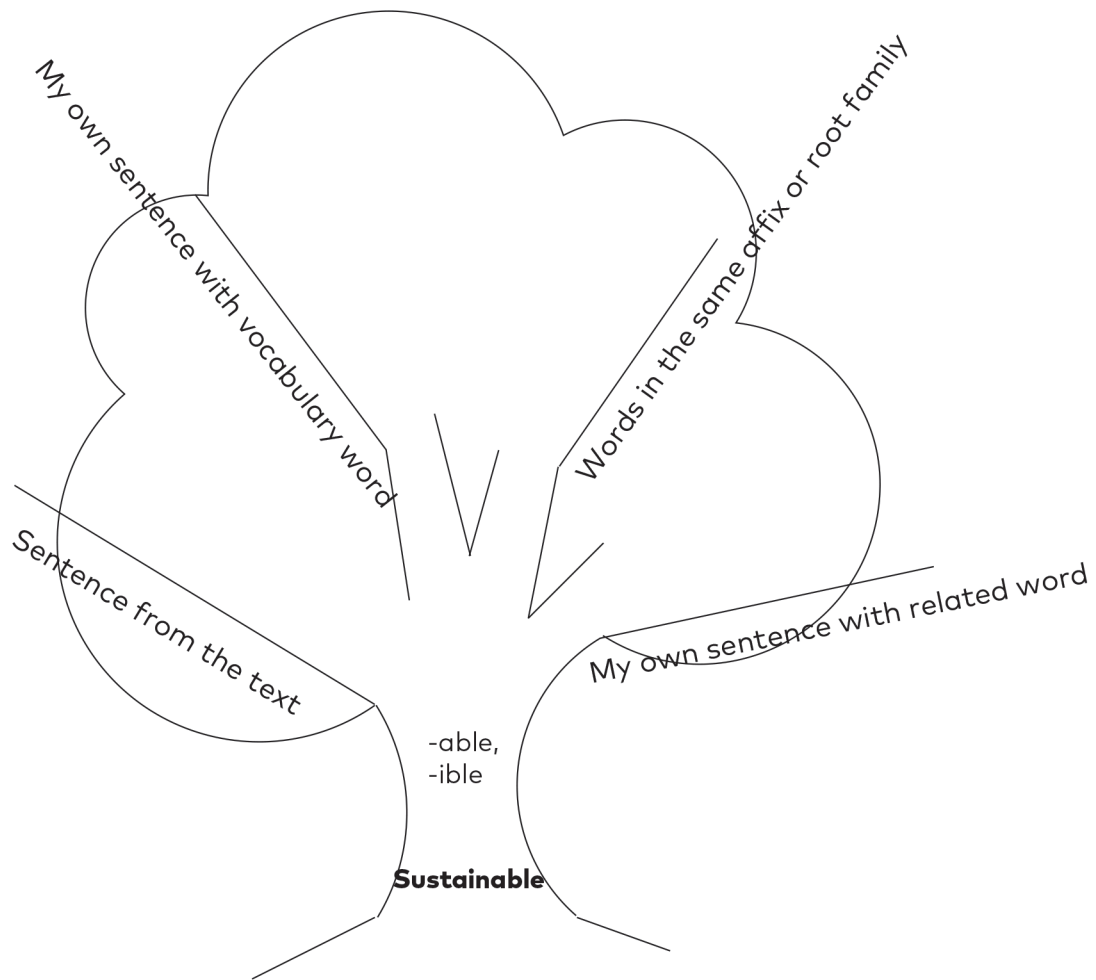
Source: "Youth Guide to the Global Goals"

The word is "**sustainable**."

- Deconstruct the word *sustainable* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	sustain—		

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



### Day 4

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

"Gender equality is a **precondition** for making any serious shift towards a more peaceful, prosperous, and sustainable world."

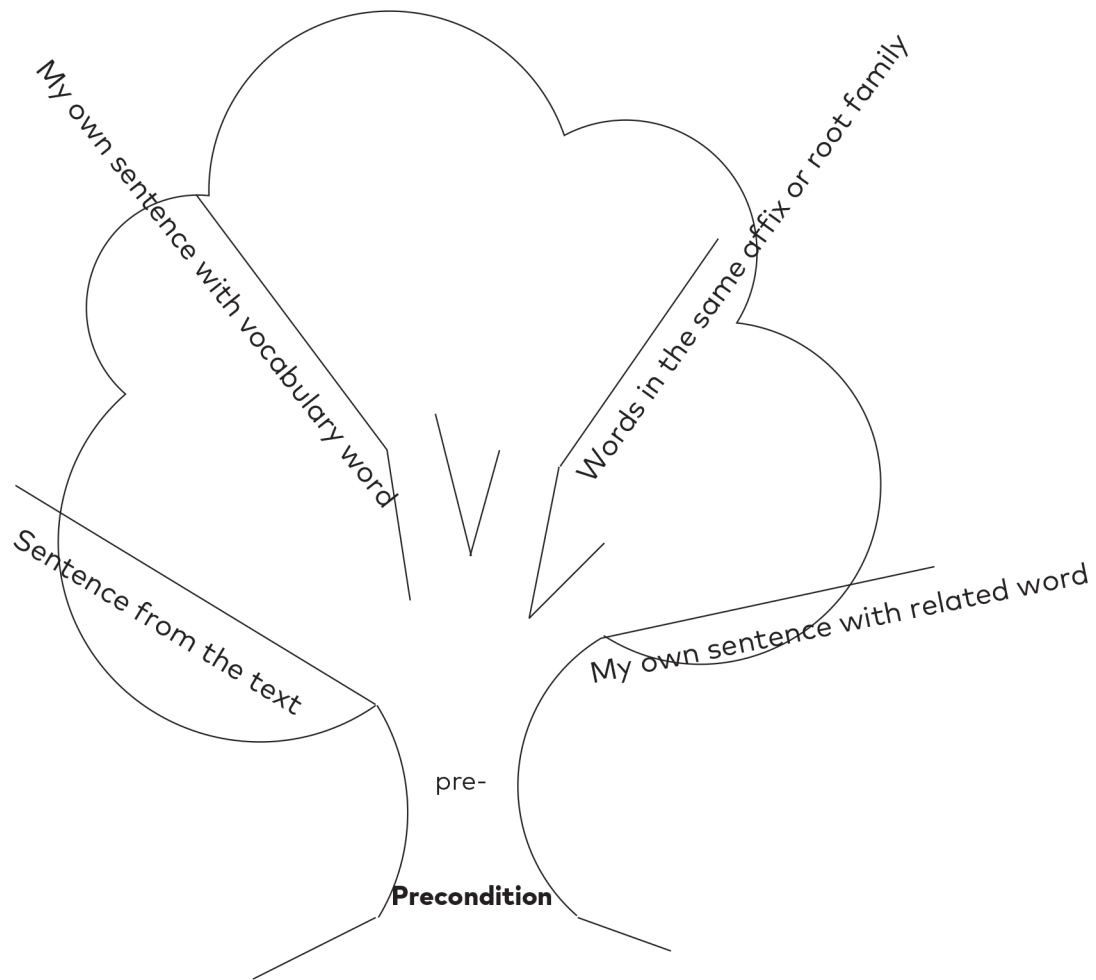
Source: "Youth Guide to the Global Goals"

The word is "**precondition.**"

1. Deconstruct the word *precondition* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	condition—		

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







## Word Study and Vocabulary



### Unit 3, 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 with the suffix *-able* and *-ible*. (RF.4.3a, L.4.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *pre-*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

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

"Gender equality is a precondition for making any serious shift towards a more peaceful, prosperous, and **sustainable** world."

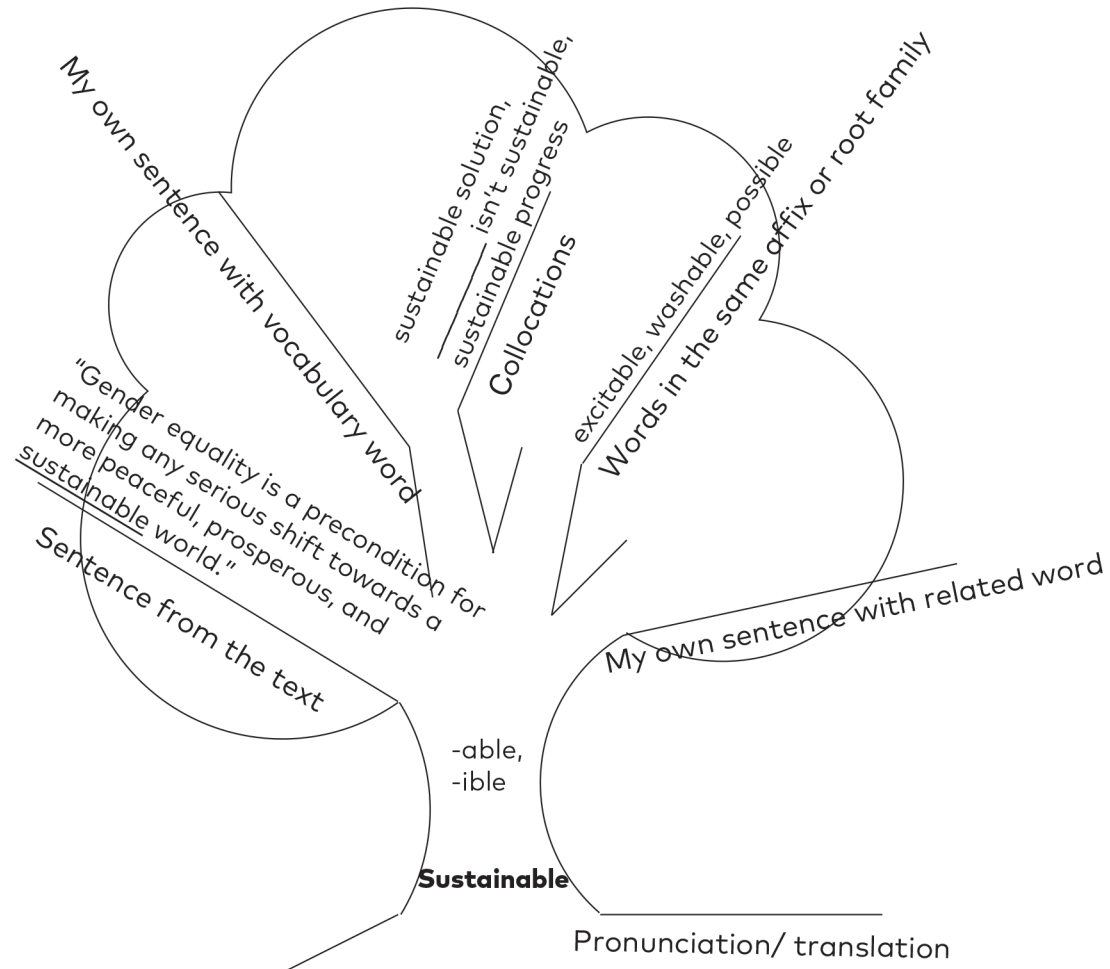
Source: "Youth Guide to the Global Goals"

The word is "**sustainable**."

- Deconstruct the word *sustainable* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	sustain—to make something keep going or continue to exist		

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



## Day 4

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

"Gender equality is a **precondition** for making any serious shift towards a more peaceful, prosperous, and sustainable world."

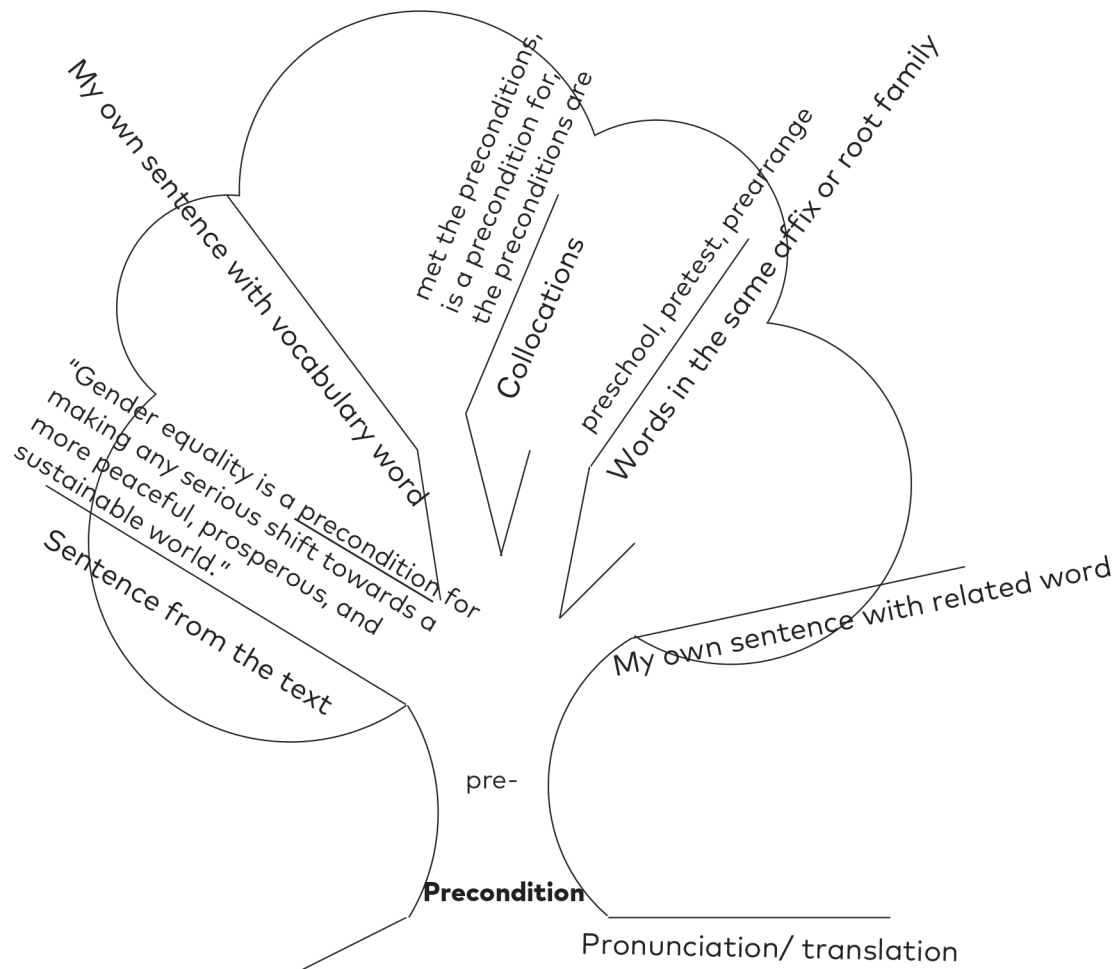
Source: "Youth Guide to the Global Goals"

The word is "**precondition.**"

1. Deconstruct the word *precondition* into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	condition— something that must happen before another thing can happen		

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





## Word Study and Vocabulary



### Unit 3, 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 with the suffix *-able* and *-ible*. (RF.4.3a, L.4.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *pre-*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

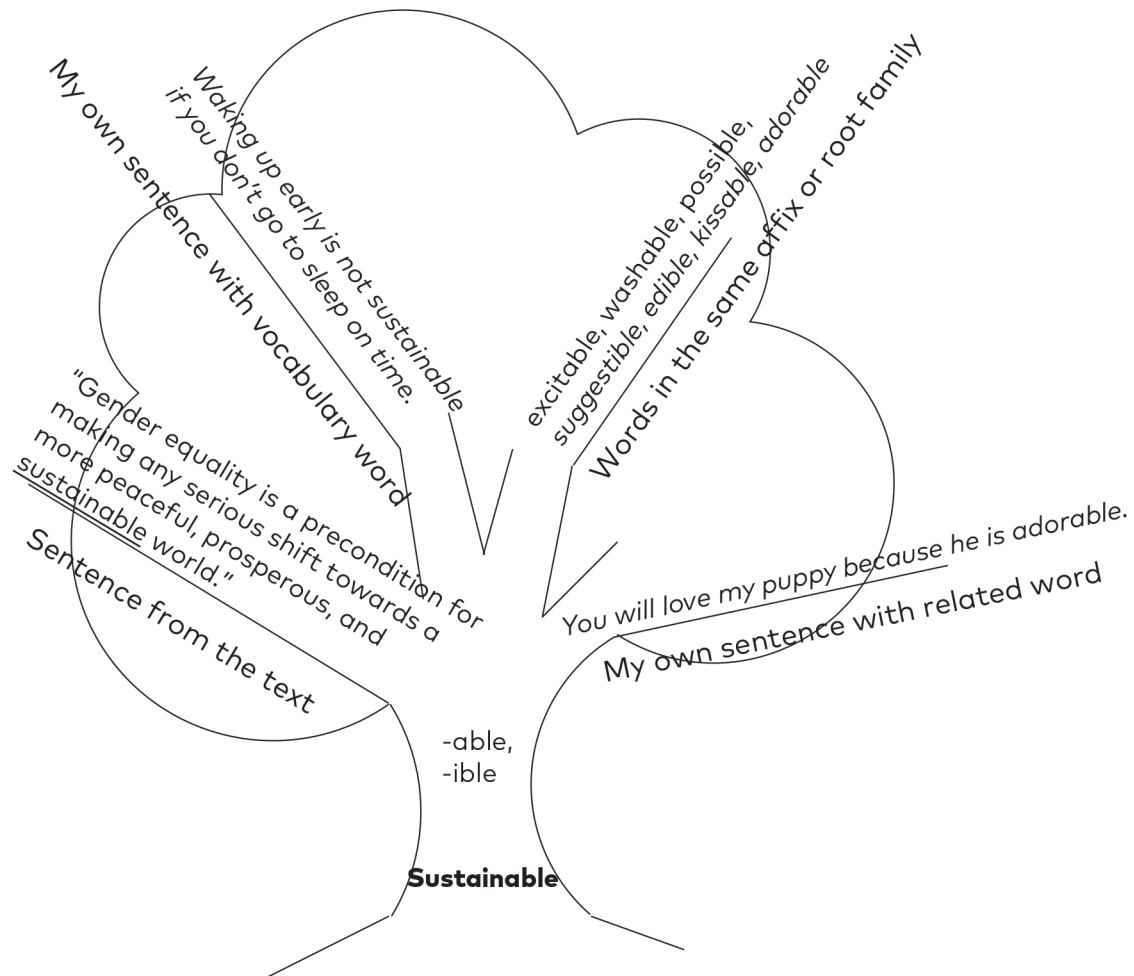
##### Day 2

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

Prefix	Root	Suffix	Definition of Affix
	sustain— to make something keep going or continue to exist	able—	able—to make happen

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

*Responses will vary, but may include:*



## Day 4

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

"Gender equality is a **precondition** for making any serious shift towards a more peaceful, prosperous, and sustainable world."

Source: "Youth Guide to the Global Goals"

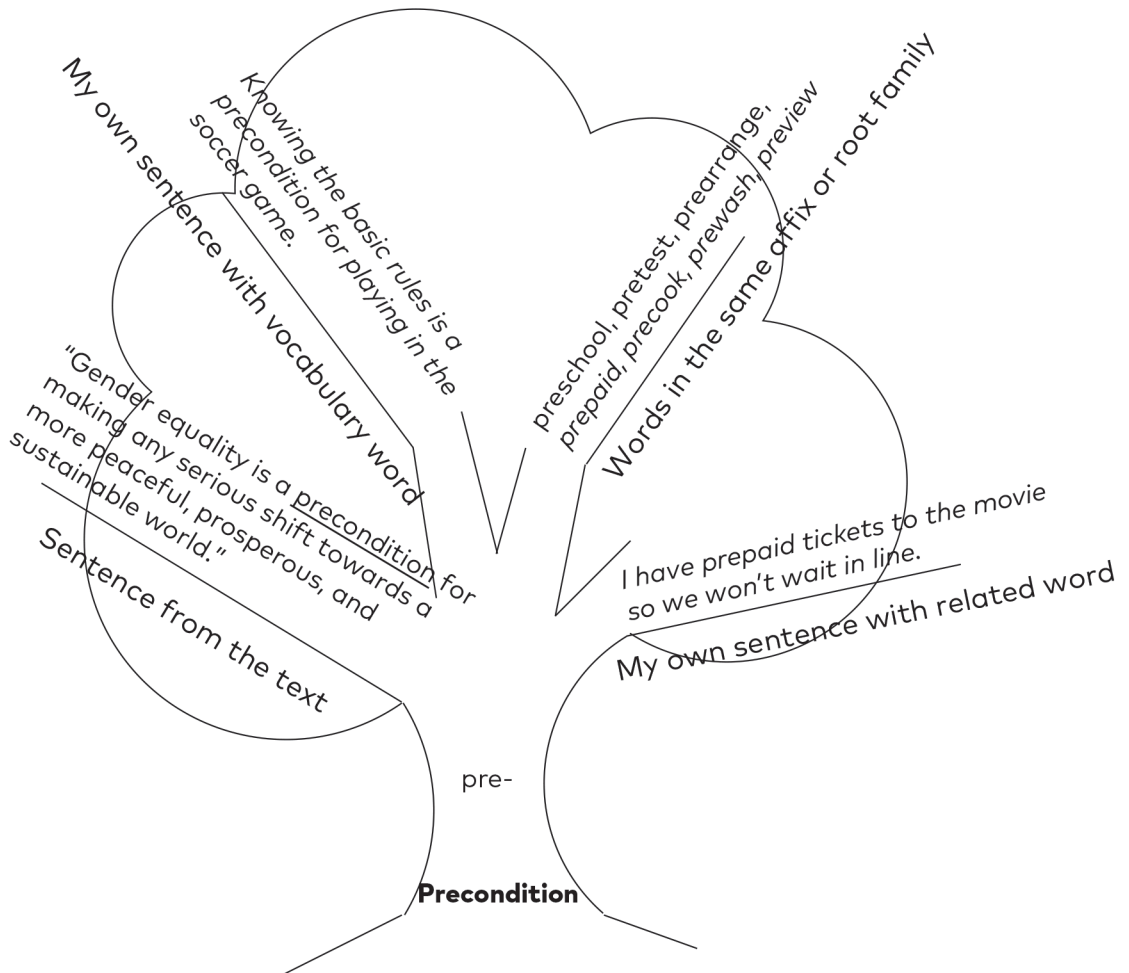
The word is "**precondition.**"

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

Prefix	Root	Suffix	Definition of Affix
pre	condition— something that has to happen before another can happen		pre—before

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

Responses will vary, but may include:





## Word Study and Vocabulary



### Unit 3, 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 with the suffix *-able* and *-ible*. (RF.4.3a, L.4.4b)

##### Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *pre-*. (RF.4.3a, L.4.4b)

#### Student Materials

##### Days 2 and 4:

- ☒ Affix List
- ☒ Dictionary

#### Directions:

##### Day 2

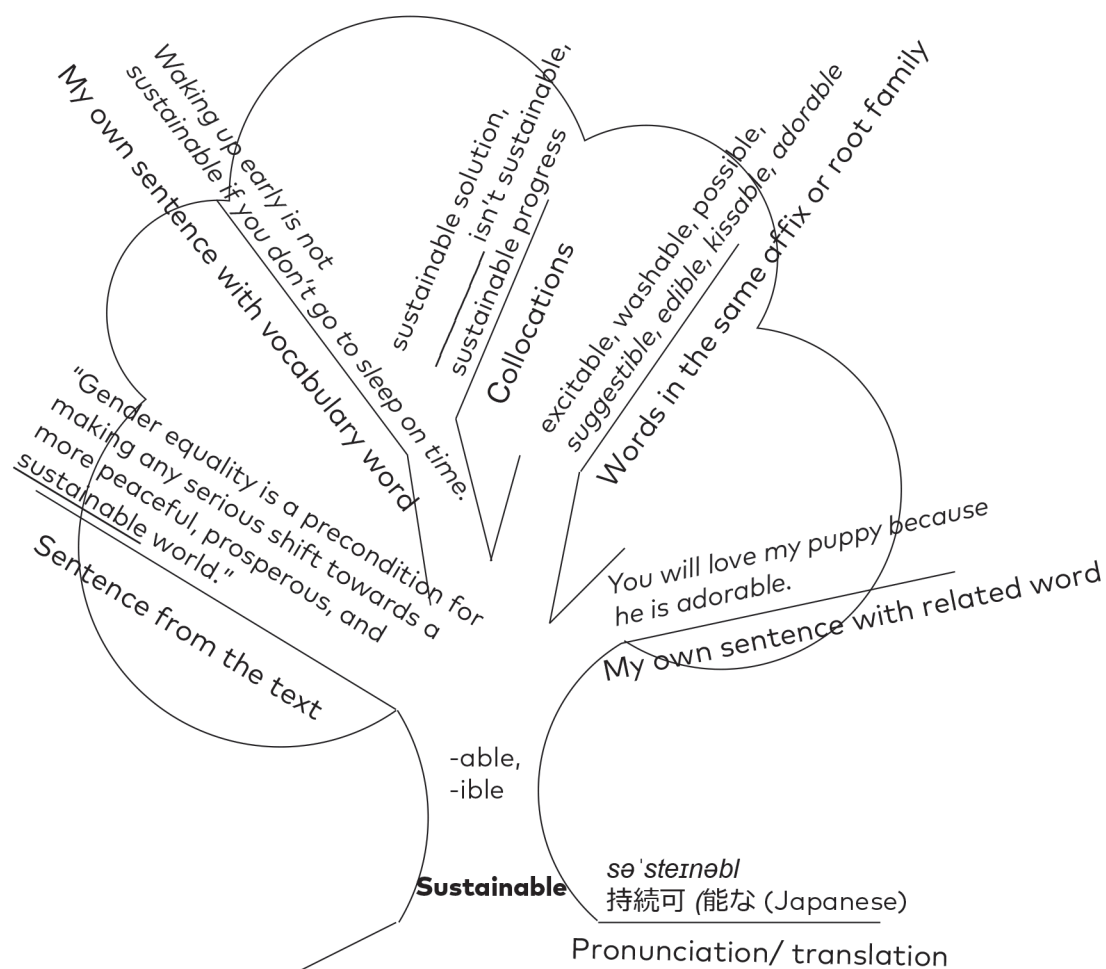
- Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	sustain—to make something keep going or continue to exist	<i>able—</i>	<i>able—to make happen</i>



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

*Responses will vary, but may include:*



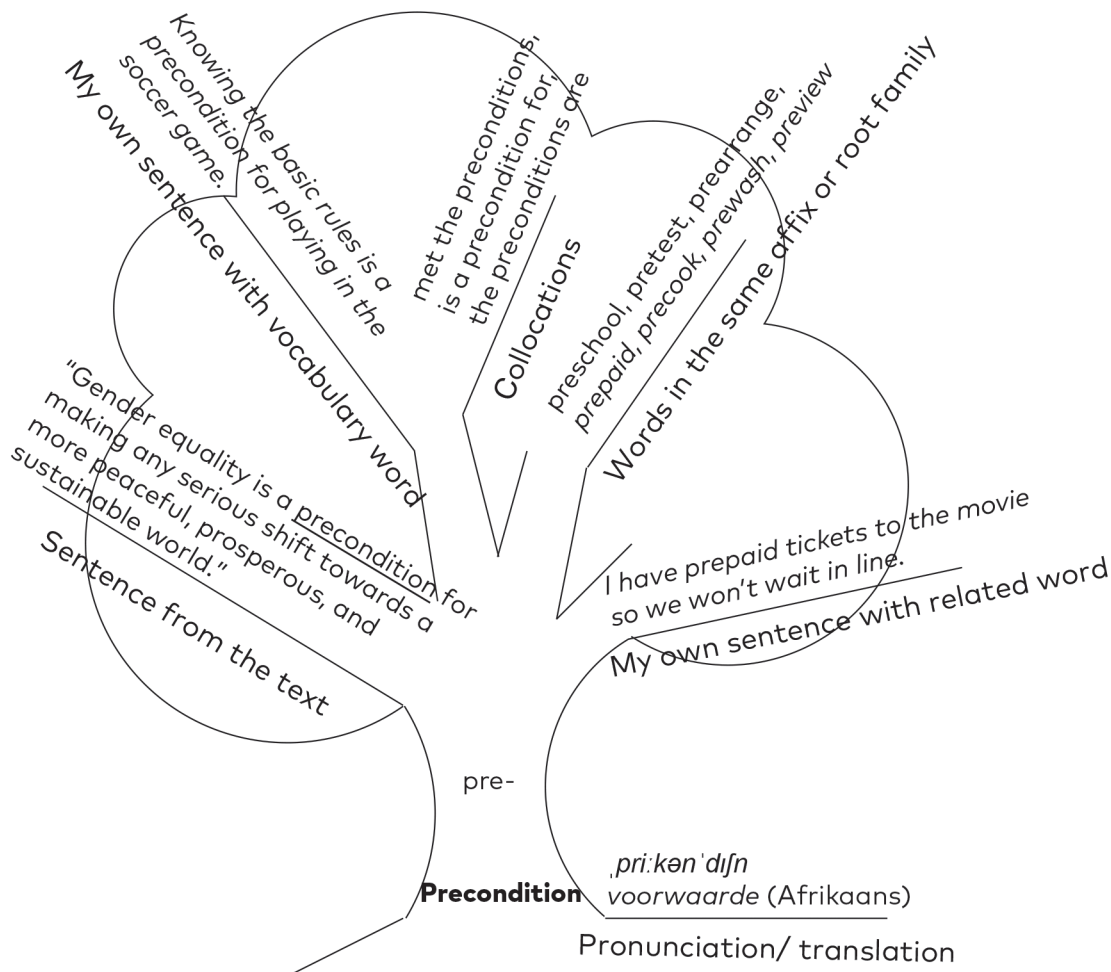
**Day 4**

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

Prefix	Root	Suffix	Definition of Affix
pre	condition—something that has to happen before another can happen		pre—before

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

*Responses will vary, but may include:*





## Writing Practice



### Unit 3, Week 2: Student Task Card

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



### Daily Learning Targets

#### Day 2 and Day 4:

- I can write a letter to explain our class project, its purpose, and to ask for help. (W.4.2, W.4.4, W.4.5)

### Student Materials

#### Day 2:

- ☒ Invitation to Help Letter graphic organizer
- ☒ Lined paper

#### Day 4:

- ☒ Invitation to Help Letter
- ☒ Lined paper (optional)

### Directions:

#### Day 2

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

Writing Prompt:

A successful class project will require the help of many people. Write a letter to an adult whose help we will need to complete our class project. Be sure to briefly explain the issue we are trying to address, summarize what we will do in the project, and ask for their help in a specific and polite way.

1. Discuss what you will write about with a partner. Point to your Invitation to Help Letter graphic organizer as you discuss.

Conversation prompt:	Sentence frames
First, I will make sure I format the letter correctly. I start will start by writing ...	"Dear _____,"
Then I will introduce the reason I'm writing the letter. I will write something like ...	"In our class, we have been studying _____." "I'm writing to ask _____."
Then I will explain the issue. I will write something like ...	"_____ is a real problem." "Did you know _____?" "For example, _____."
Then I will summarize the project and ask for their help. I will write something like ...	"Regardless of where you live, _____ is a human right." "Our class plans to take action by _____." "YOU can help make things better—_____." "We need your help. Could you please _____ and _____?" "We are asking for your support. Please help us by _____."
Finally, I will close my letter by writing something like ...	"Yours truly,    With warm regards," "Your nephew/niece (or grandson/granddaughter)" "Thank you in advance,"

2. Write your letter on the lined piece of paper. Don't forget to put your address and date at the top.

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**Day 4**

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

1. Finish writing your Invitation to Help Letter.
2. Double-check the address at the top of the page.

**MORE CHALLENGE:**

What if you were writing this letter someone your age? Think about how your letter might change if you were writing it to a friend. Describe how you would write it differently below:

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Write another letter to someone who is your age and who can help make the project successful. Use another piece of lined paper.