

Grade 4: Module 2: Unit 3

Additional Language and Literacy Block

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






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

The ALL Block for each unit contains the following:

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

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

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

ALL 4M2 UNIT 3 OVERVIEW	
 Reading and Speaking Fluency/GUM RF.4.4	<ul style="list-style-type: none"> Students are allocated a fluency passage for the week. They self-assess their fluency, set goals, and practice reading the passage, including reading the punctuation. <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 Additional Work with Complex Text RL.4.3, RL.4.10	<ul style="list-style-type: none"> Students explore characters' thoughts, feelings, and actions in a new complex text to support reading comprehension and writing skills. <i>ELLs complete the same activities as other students.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 Independent Reading RL.4.10, RI.4.10, SL.4.1	<ul style="list-style-type: none"> All students read both research texts (related to the topic of animal defense mechanisms) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. <i>ELLs complete the same activities as other students.</i>
 Writing Practice W.4.3, W.4.3c, W.4.3d, W.4.4, W.4.9b, W.4.10, L.4.1d, L.4.3a, L.4.6	<ul style="list-style-type: none"> Students respond to prompts to practice narrative techniques modeled and discussed in the module lessons. <i>ELLs write to clarify sequence of events with transitional language.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 Word Study and Vocabulary RF.4.3a, L.4.4b	<ul style="list-style-type: none"> Students analyze two academic vocabulary words and their affixes (using Frayer Models) and practice using the words in context. <i>ELLs complete the same activities as other students with different words.</i> Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 4M2 UNIT 3 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	Reading and Speaking Fluency/GUM Overview: With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals. Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Printed Materials: Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 3, Week 1: Reading and Speaking/Fluency/GUM: Teacher-Guided Student Activity Card (■●◆), (▲) Fluency passages (■), (●), (◆), (▲) Fluency Self-Assessment Checklist	Additional Work with Complex Text Overview: Students follow a task card to identify the places in a complex text that describe an encounter between animal and predator. Learning Target: I can read and understand complex stories. (RL.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: Unit 3, Week 1: Additional Work with Complex Text: Student Task Card	Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: Unit 3, Week 1: Independent Reading: Student Task Card
Lesson 3 ALL Block: Week 1, Day 2	Additional Work with Complex Text Overview: With teacher guidance, students follow an activity card to identify the characters' thoughts, feelings, and actions in a passage describing an encounter where predator meets prey from "The Beginning of the Armadillos." Visualizing the characters' reaction to an event will support reading comprehension as well as writing skills needed for the performance task. Learning Target: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.4.3) <i>ELLs complete the same activities as other students.</i> Printed Materials: Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲), (●◆)	Reading and Speaking Fluency/GUM Overview: Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1. Learning Target: I can help my partner self-assess his or her reading fluency. (RF.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card	Independent Reading Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals. Learning Target: I can read my research reading text independently for 10 minutes. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 4M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn how to consider punctuation when reading aloud, including commas and quotation marks to mark direct speech. They then apply this skill to fluently read their fluency passage. Learning Target: I can read a text aloud fluently. (RF.4.4) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: Students follow a task card to independently differentiate between text that “tells” versus text that “shows” a character’s reaction to an event. Learning Target: I can explain how an author used specific details about characters’ thoughts, feelings, and actions to describe an event. (RL.4.3) <i>ELLs complete the same activities as other students.</i> Printed Materials: Show, Not Tell match cards	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals. Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students use what they have learned about description to elaborate on a single sentence from “The Beginning of the Armadillos.” Visualizing and writing about the characters’ reaction to an event will support reading comprehension as well as writing skills needed for the performance assessment. Learning Target: I can use specific details about characters’ thoughts, feelings, and actions to describe an event. (RL.4.3) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Reading and Speaking Fluency/GUM Overview: All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. Learning Target: I can read a passage aloud fluently. (RF.4.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

(continued)

ALL 4M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 8 ALL Block: Week 2, Day1	Writing Practice Overview: With teacher guidance, students begin to build up stamina in writing fluency. They choose from several prompts about animal defense mechanisms and use what they have learned through their research in the module lessons as they write continuously for 5 minutes. Students are introduced to a fluency checklist for self-assessment. They identify strengths and set goals. ■●◆ Learning Targets: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6) ▲: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.4, L.4.3a, L.4.6) <i>Through a Language Dive, ELLs focus on using transitional language for sequencing events to make sure their writing is clearly presented and easy to understand. See the Unit 3, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> Printed Materials: Unit 3, Week 2: Writing Practice: Teacher Guide Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■●◆), (▲) Sila the Springbok paraphrase strips (▲)	Word Study and Vocabulary Overview: Students follow a task card to continue to build up stamina in writing fluency. They use what they have learned about narrative techniques through teacher modeling and practice in the module lessons as they write continuously for 10 minutes in response to a prompt. Learning Target: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: Unit 3, Week 2: Writing Practice: Student Task Card	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 4M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>misjudge</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. ■ ● ◆ Learning Targets: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the prefix <i>mis-</i> . (RF.4.3a, L.4.4b) ▲: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ation</i> . (RF.4.3a, L.4.4b) <i>With teacher guidance, ELLs do a Language Dive and use a Vocabulary Grid to analyze the meaning of the word consideration. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲)	Writing Practice Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.3.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10, RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

ALL 4M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 3	Writing Practice Overview: Students continue to build up stamina in writing fluency. They use what they have learned about narrative techniques through teacher modeling and practice in the module lessons as they write continuously for 15 minutes in response to a prompt. Learning Targets: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6) Learning Target: I can use transitional language to sequence events in my writing. (W.4.3d, L.4.1d, L.4.3a, L.4.6) <i>To confirm and expand their knowledge, ELLs plot transitional language for sequencing events on a timeline. They practice using the transitional language they need to write their narrative encounter. See the Unit 3, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.4.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 4M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the academic vocabulary word <i>disrupted</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. ■ ● ◆ Learning Targets: I can use a Frayer Model to analyze the meaning of an academic word with the root -rupt. (RF.4.3a, L.4.4b) ▲ : I can analyze the meaning of an academic word with the suffix -rupt. (RF.4.3a, L.4.4b) <i>With teacher guidance, ELLs analyze the meaning of the academic word information. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Writing Practice Overview: Students continue to build up stamina in writing fluency. They use what they have learned about narrative techniques through teacher modeling and practice in the module lessons as they write continuously for 12 minutes in response to a prompt. Students self-assess and revisit their fluency goals to determine progress. Learning Target: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.10, RI.4.10, SL.4.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 14	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 15	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

Day 3

- I can read a text aloud fluently. (RF.4.4)

Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- **Differentiation:**
 - Day 1: Each group of students will read a different text, based on their fluency skills: “The Beginning of the Armadillos” for the grade-level text, an excerpt from “How Doth the Little Crocodile” for readers who need additional support, or “Mowgli’s Brothers” for readers who require an extension.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together for ◆ to provide models of fluent reading aloud. Consider leveling ELLs who need lighter support as ■.
 - ▲: After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage (text; one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ 🗑 Chart paper (optional; one piece)
- ✓ 🗑 Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ 🗑 Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ 🗑 Day 1: Small Group Instruction (19 minutes, repeated three times)

- Distribute the **fluency passage** that the group you are working with in this 20-minute block will read.
 - 🗑 Excerpt from “The Message to the Fish”
 - Excerpt from “How Doth the Little Crocodile”
 - Excerpt from “The Beginning of the Armadillos”
 - ◆ Excerpt from “Mowgli’s Brothers”
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt aloud once and invite students to follow along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- 🏊 Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Invite students to place a finger on the word *I*. Turn and Talk:

“Who sent the message to the fish? A man? Or maybe it was a tiger shark sending a message to some pufferfish? Why do you think that?” (a funny character named Humpty Dumpty, from earlier in the Songs from Alice in Wonderland; he likes playing tricks with words)
 - Consider displaying the image of Humpty Dumpty and answer any questions about the character.
 - Turn and Talk:

“What kind of messages do you send?” (notes on folded paper; text messages)
 - Invite students to place a finger on *This is what I wish* and to read it aloud chorally with you. Turn and Talk:

“What does Humpty Dumpty wish? What does he want from the fish? How do you know?” (We might infer he wants to eat the fish—“took a kettle.” The fish refuse his wish.)

“Do the fish say yes to the man? Why do you think that?” (No. “Because they probably don’t want to be eaten.)
 - Read aloud the poem again, emphasizing the rhythm by clapping along. Repeat and invite students to join you.

“What do you notice about the sound of the poem?” (It sounds like a song; it has rhythm.)
 - Read aloud the final rhyming words in the couplets: *fish/wish*, *see/me*, and *was/because*. Turn and Talk:

“What do you notice about these words?” (They have similar sounds; they rhyme.)

“Can you think of a poem in your home language that has rhyme and rhythm?”
 - Invite students to ask questions about anything they don't understand in the text.



- Distribute the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don't understand. Remind students they saw this checklist in Module 1 and should be familiar with it.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
 - I can read my text at a speed that is appropriate for the piece.
 - I can notice and read punctuation.
- Read aloud the text three times as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them:
 - First read: quickly, not attending to punctuation.
 - Second read: slowly, word by word, sounding out every fifth word or so, again not attending to punctuation.
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author’s intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1.
- Invite students to read the passage aloud to an elbow partner.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and recording a goal on their activity card based on the criteria they feel they most need to work on.
- Tell students to keep their Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card because they will need to refer to their goal during their independent work in the next ALL Block lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

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

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.

- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ **Day 3: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to retrieve their **fluency passages** and to reread the fluency passage they have been working on. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to review the goals they set on Day 1.
- Focus students on the definition of *dialogue* and the example at the top of the activity card. Divide the example sentence to show students what the character is saying and the dialogue tag.
- Explain to students that when reading dialogue aloud, they should pay attention to the punctuation and to the dialogue tag so they know how the character feels and may sound when saying the dialogue aloud. Tell students they should change their voice, volume, and tone to match the meaning.
- Focus students on the example sentence.
- Select a student to read it aloud for the whole group.
- Read the sentence aloud, changing voice, volume, and tone to match the meaning of the dialogue and the dialogue tag.
- Ask students to discuss with an elbow partner:

“How does the reader’s voice respond to the dialogue and dialogue tags?” (Intonation goes down at the end to close the sentence; stress the word don’t for emphasis; dialogue is even and volume is normal because of the tag said.)

- ▲:

1. Focus students on the dialogue in the sentence and invite them to underline it.
2. Using a total participation technique, ask students to discuss what the sample means.
3. Explain to students that when reading dialogue aloud, they should pay attention to the punctuation and to the dialogue tag so they know how the character feels and may sound when saying the dialogue aloud. Tell students they should change their tone and volume according to the dialogue tag and the dialogue.
4. Read the sample aloud again, changing voice, volume, and tone to match the meaning of the dialogue.
5. Ask students to discuss with an elbow partner:

“How does the reader’s voice change with the dialogue and dialogue tags?” (Intonation goes down at the end to close the sentence; stress don’t for emphasis; dialogue is even and volume is quieter because of the tag thought.)

6. Invite students to read it chorally with you.

7. Ask students to identify pronunciation errors and how to correct them. If necessary, point out common errors. Example: Many ELLs, including Arabic, Chinese, Spanish, and Vietnamese speakers, may pronounce *thought* as “dot” or “tot.” Allow them to copy your exaggerated exhalation as well as the position of your lips and tongue as you pronounce “th.” They should be able to feel their breath on their hand.
- Invite students to read the first sentence chorally with you. Guide them through underlining/highlighting the dialogue and circling the dialogue tag.
 - Repeat with the rest of the sentences.
 - Consider gradual release of students, depending on the ability of the group—begin by modeling the first sentence and then invite students to do it themselves with the remaining sentences:
 - Point out the dialogue in the sentences; invite students to highlight what the character says.
 - Explain that the author includes the dialogue tags to signal to the reader how the character is feeling when the reader is reading aloud. Explain that knowing this can help them be aware of how to change their voice, volume, and tone when reading aloud.
 - Invite students to refer to their fluency passages from Day 1 and to highlight any dialogue that they find.
 - Invite students to practice reading their passages aloud in pairs, considering the dialogue and dialogue tags as they read.



Reading and Speaking Fluency/GUM



Unit 3, Week 1, Day 1: Fluency Passages (■)

Excerpt from "How Doth the Little Crocodile" by Lewis Carroll

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

Glossary:

Doth: Does

Source:

Carroll, Lewis. "How Doth the Little Crocodile." *Songs from Alice in Wonderland and Through the Looking-Glass*. London: A. & C. Black, Ltd., 1921. *Project Gutenberg*. Web.



Reading and Speaking Fluency/GUM



Unit 3, Week 1, Day 1: Fluency Passages (●)

Excerpt from "The Beginning of the Armadillos"

From *Just So Stories* by Rudyard Kipling

"Don't you remember what your mother told you?" said Stickly-Prickly,—

"Can't curl, but can swim—

Stickly-Prickly, that's him!

Curls up, but can't swim—

Slow-Solid, that's him!"

Then they both curled themselves up and rolled round and round Painted Jaguar till his eyes turned truly cart-wheels in his head.

Then he went to fetch his mother.

"Mother," he said, "there are two new animals in the woods today, and the one that you said couldn't swim, swims, and the one that you said couldn't curl up, curls; and they've gone shares in their prickles, I think, because both of them are scaly all over, instead of one being smooth and the other very prickly; and, besides that, they are rolling round and round in circles, and I don't feel comfy."

Glossary:

Gone shares: Shared

Comfy: Comfortable

Source:

Kipling, Rudyard. "The Beginning of the Armadillos." *Just So Stories*. New York: Doubleday, Page & Company, 1912. *Project Gutenberg*. Web.



Reading and Speaking Fluency/GUM



Unit 3, Week 1, Day 1: Fluency Passages (♦)

Excerpt from "Mowgli's Brothers"

From *The Jungle Book* by Rudyard Kipling

It was seven o'clock of a very warm evening in the Seeonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. "Augrh!" said Father Wolf. "It is time to hunt again." He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and whined: "Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world."

It was the jackal—Tabaqui, the Dish-licker—and the wolves of India despise Tabaqui because he runs about making mischief, and telling tales, and eating rags and pieces of leather from the village rubbish-heaps. But they are afraid of him too, because Tabaqui, more than anyone else in the jungle, is apt to go mad, and then he forgets that he was ever afraid of anyone, and runs through the forest biting everything in his way. Even the tiger runs and hides when little Tabaqui goes mad, for madness is the most disgraceful thing that can overtake a wild creature.

Glossary:

Threshold: The doorway of a house

Mischief: Playful troublemaking

Apt: Likely to

Disgraceful: Unacceptable

Source:

Kipling, Rudyard. "Mowgli's Brothers." *The Jungle Book*. New York: The Century Co., 1910. *Project Gutenberg*. Web.



Reading and Speaking Fluency/GUM



Unit 3, Week 1, Day 1: Fluency Passages (A)

Excerpt from "The Message to the Fish" **by Lewis Carroll**

I sent a message to the fish:
I told them "This is what I wish."

The little fishes of the sea
They sent an answer back to me.

The little fishes' answer was
"We cannot do it, sir, because—"

Source:

Carroll, Lewis. "The Message to the Fish." *Songs from Alice in Wonderland and Through the Looking-Glass*. London: A. & C. Black, Ltd., 1921. *Project Gutenberg*. Web.



Reading and Speaking Fluency/GUM



Fluency Self-Assessment Checklist

Name: _____ **Date:** _____

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



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)
- Day 3: I can read a text aloud fluently. (RF.4.4)

Student Materials

Day 1:

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist

Day 3:

- ☒ Fluency passage

Directions:

Day 1

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

Reading fluency: to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

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

3. Discuss with a partner, then write. I want to get better at:

Day 3

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

Dialogue is the words said or thought by the characters in a story. Authors often use *dialogue tags* to show who is speaking and how it is being said.

For example: Lily said, "I like reading, but I don't like fairy tales."

dialogue tag

dialogue

1. "Imagine that you are walking along a path in the woods," she whispered.
2. "How are you going to escape?" John asked.
3. All of a sudden he shouted, "Oh no! A bear!"
4. "Mother," he said, "there are two new animals in the woods today, and the one that you said couldn't swim, swims, and the one that you said couldn't curl up, curls."
5. "Augrh!" said Father Wolf. "It is time to hunt again."
6. He was going to spring down hill when a little shadow with a bushy tail crossed the threshold and whined: "Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world."



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)
- Day 3: I can read a text aloud fluently. (RF.4.4)

Student Materials

Day 1:

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist

Day 3:

- ☒ Fluency passage

Directions:

Day 1

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

Reading fluency: to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

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

3. Discuss with a partner, then write. I want to get better at:

Day 3

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

Dialogue is the words said or thought by the characters in a story. Authors often use *dialogue tags* to show who is speaking and how it is being said.

The shark thought "I like fish, but I don't like pufferfish."

dialogue tag

dialogue

From "The Message to the Fish":

1. **I told** them "This is what I wish."
2. Then **someone** came to me, and **said**, "The little fishes are in bed."
3. "Then you must wake them up again." **I** went and **shouted** in his ear.

From "Powerful Polly":

1. In a panic **she asked herself**, "What should I do?"
2. "What IS that?" **the tiger shark whispered.**
3. "Ouch! That hurt!" **the shark whined.**



Additional Work with Complex Text



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can read and understand complex stories. (RL.4.10)
- Day 3: I can explain how an author used specific details about characters' thoughts, feelings, and actions to describe an event. (RL.4.3)

Student Materials

Day 1:

N/A

Day 3:

- ☒ Show, Not Tell Match Cards (one set per pair)
- ☒ Scissors (one per pair)

Directions:

Day 1

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

Adapted from *Just So Stories* by Rudyard Kipling

THERE was a Sticky-Prickly Hedgehog who lived on the banks of the Amazon river, eating snails and things. He had a friend, a Slow-Solid Tortoise, who ate green lettuces and things.



Sticky-Prickly Hedgehog

A Painted Jaguar lived on the banks of the Amazon river too. He ate everything that he could catch. When he could not catch deer or monkeys he would eat

frogs and beetles. When he could not catch frogs and beetles he went to his Mother Jaguar, and she told him how to eat hedgehogs and tortoises. She said, "My son, when you find a Hedgehog you must drop him into the water and then he will uncoil, and when you catch a Tortoise you must scoop him out of his shell with your paw."



Slow-Solid Tortoise

One beautiful night, Painted Jaguar found Sticky-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree. They could not run away, so Sticky-Prickly curled himself up into a ball, and Slow-Solid Tortoise drew in his head and feet into his shell as far as they would go.

"Now listen to me because this is very important," said Painted Jaguar. "My mother said that when I meet a Hedgehog I am to drop him into the water and then he will uncoil, and when I meet a Tortoise I am to scoop him out of his shell with my paw. Now which of you is Hedgehog and which is Tortoise? Because I can't tell."



Painted Jaguar

"Are you sure?" said Sticky-Prickly Hedgehog. "Perhaps she said that when you uncoil a Tortoise you must shell him out the water with a scoop, and when you paw a Hedgehog you must drop him on the shell."

"Are you sure?" said Slow-and-Solid Tortoise. "Perhaps she said that when you water a Hedgehog you must drop him into your paw, and when you meet a Tortoise you must shell him till he uncoils."

"I don't think so," said Painted Jaguar, but he felt a little puzzled. "Please, say it again." ...

"No," said Stickly-Prickly, "but you can scoop me out of my shell if you like."

"Aha!" said Painted Jaguar. "Now I know you're Tortoise." Painted Jaguar darted out his paw just as Stickly-Prickly curled himself up, and of course his paw became filled with prickles. He accidentally knocked Stickly-Prickly away into the woods where it was too dark to find him. Then he put his paw into his mouth, and the prickles hurt him even more. As soon as he could speak he said, "Now I know he isn't Tortoise at all. But"—and then he scratched his head with his un-prickly paw—"how do I know that this other is Tortoise?"

... But he had not finished the sentence before Slow-and-Solid quietly dived into the river and swam under water for a long way. He came out on the bank where Stickly-Prickly was waiting for him.

"That was a very narrow escape," said Stickly-Prickly.

They could hear Painted Jaguar roaring among the trees until his mother came ...

Adapted from Kipling, Rudyard. "The Beginning of the Armadillos." *Just So Stories*. New York: Doubleday, Page & Company, 1912. *Project Gutenberg*. Web.

Images:

Eguizábal, A. "turtle, tortoise, reptile, animal, wildlife, wild, zoology, species, wilderness, environment, outdoors, nature." 28 Sept, 2013. Pixabay. Web.

"Jaguar." 18 Apr, 2008. U.S. Fish and Wildlife Service. Web.

Oldiefan. "animal, hedgehog, erinaceus, foraging, garden, rush." 29 July, 2015. Pixabay. Web.

The word **encounter** means "to meet or come up against."

1. Read, or listen to, the story "The Beginning of the Armadillos" by Rudyard Kipling.
2. Skim the story a second time. Underline the first sentence of the *encounter* between Stickly-Prickly Hedgehog and Slow-Solid Tortoise and Painted Jaguar (where they meet).
3. Put your copy of the story in a place where you can find it easily. Tomorrow, your teacher will help you better understand the encounters you marked.

Day 3

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

With a partner:

1. Cut apart the Show, Not Tell Match cards. Organize the cards, face up, in two groups (Show cards and Tell cards).
2. Read one of the Tell cards. These cards briefly tell the reader about an event that happened in "The Beginning of the Armadillos."
3. Look through the Show cards. Find the actual passage from the story about the same event.
4. Read both cards out loud. Discuss: Which description better helps the reader to imagine what is happening? Why?
5. Repeat the steps above until each Tell card has been matched with a Show card and discussed.
6. Discuss this question with your partner: What makes description in a narrative effective?



Additional Work with Complex Text



Unit 3, Week 1, Day 3: Show, Not Tell Match Cards

<p>SHOW WHAT HAPPENED</p> <p>"One beautiful night, Painted Jaguar found Sticky-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree. They could not run away, so Sticky-Prickly curled himself up into a ball, and Slow-Solid Tortoise drew in his head and feet into his shell as far as they would go."</p>	<p>TELL WHAT HAPPENED</p> <p>Slow-Solid dived into the water and escaped. Painted Jaguar was really mad!</p>
<p>SHOW WHAT HAPPENED</p> <p>When he could not catch deer or monkeys he would eat frogs and beetles. When he could not catch frogs and beetles he went to his Mother Jaguar, and she told him how to eat hedgehogs and tortoises. She said, "My son, when you find a Hedgehog you must drop him into the water and then he will uncoil, and when you catch a Tortoise you must scoop him out of his shell with your paw."</p>	<p>TELL WHAT HAPPENED</p> <p>Painted Jaguar found the hedgehog and the tortoise. The hedgehog curled into a ball and the tortoise pulled into his shell.</p>
<p>SHOW WHAT HAPPENED</p> <p>... But he had not finished the sentence before Slow-and-Solid quietly dived into the river and swam under water for a long way. He came out on the bank where Sticky-Prickly was waiting for him.</p> <p>"That was a very narrow escape," said Sticky-Prickly.</p> <p>They could hear Painted Jaguar roaring among the trees until his mother came</p> <p>...</p>	<p>TELL WHAT HAPPENED</p> <p>The tortoise and the hedgehog tricked Jaguar so he hurt his paw on prickles.</p>

SHOW WHAT HAPPENED

"Are you sure?" said Stickly-Prickly Hedgehog. "Perhaps she said that when you uncoil a Tortoise you must shell him out the water with a scoop, and when you paw a Hedgehog you must drop him on the shell."

"Are you sure?" said Slow-and-Solid Tortoise. "Perhaps she said that when you water a Hedgehog you must drop him into your paw, and when you meet a Tortoise you must shell him till he uncoils."

"I don't think so," said Painted Jaguar, but he felt a little puzzled. "Please, say it again." ...

"No," said Stickly-Prickly, "but you can scoop me out of my shell if you like."

TELL WHAT HAPPENED

When he couldn't catch food his mother told him how to eat hedgehogs and tortoises.



Additional Work with Complex Text



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

Day 1

Students should have underlined the following sentence in the story:

One beautiful night, Painted Jaguar found Stickly-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree.

Day 3

SHOW WHAT HAPPENED	TELL WHAT HAPPENED
"One beautiful night, Painted Jaguar found Stickly-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree. They could not run away, so Stickly-Prickly curled himself up into a ball, and Slow-Solid Tortoise drew in his head and feet into his shell as far as they would go."	Painted Jaguar found the hedgehog and the tortoise. The hedgehog curled into a ball and the tortoise pulled into his shell.
When he could not catch deer or monkeys he would eat frogs and beetles. When he could not catch frogs and beetles he went to his Mother Jaguar, and she told him how to eat hedgehogs and tortoises. She said, "My son, when you find a Hedgehog you must drop him into the water and then he will uncoil, and when you catch a Tortoise you must scoop him out of his shell with your paw."	When he couldn't catch food his mother told him how to eat hedgehogs and tortoises.

<p>... But he had not finished the sentence before Slow-and-Solid quietly dived into the river and swam under water for a long way. He came out on the bank where Stickly-Prickly was waiting for him.</p> <p>"That was a very narrow escape," said Stickly-Prickly.</p> <p>They could hear Painted Jaguar roaring among the trees until his mother came ...</p>	<p>The tortoise and the hedgehog tricked Jaguar so he hurt his paw on prickles.</p>
<p>"Are you sure?" said Stickly-Prickly Hedgehog. "Perhaps she said that when you uncoil a Tortoise you must shell him out the water with a scoop, and when you paw a Hedgehog you must drop him on the shell."</p> <p>"Are you sure?" said Slow-and-Solid Tortoise. "Perhaps she said that when you water a Hedgehog you must drop him into your paw, and when you meet a Tortoise you must shell him till he uncoils."</p> <p>"I don't think so," said Painted Jaguar, but he felt a little puzzled. "Please, say it again." ...</p> <p>"No," said Stickly-Prickly, "but you can scoop me out of my shell if you like."</p>	<p>Slow-Solid dived into the water and escaped. Painted Jaguar was really mad!</p>



Independent Reading



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.4.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.4.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.4.10, SL.4.1)

Student Materials

Days 1–3:

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

Day 4:

- ☒ Research reading text
- ☒ Vocabulary log

Directions:

Days 1 and 2

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

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

Day 3

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

1. Read your research reading text independently for 5 minutes.
 2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
 3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical words at the back.
 4. Respond to this prompt in your independent reading journal: How does your reading connect to your work in the module lessons?
-

Day 4

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

Research Share:

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

Group: Listen and think about what else you would like to know about this person's text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.4.3)

Day 4

- I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.4.3)

Teaching Notes

- On Day 2, students identify the characters' thoughts, feelings, and actions in a passage describing an encounter where predator meets prey from "The Beginning of the Armadillos." Visualizing characters' reactions to events will support reading comprehension as well as writing skills needed for the performance assessment.
- On Day 4, students will use what they have learned about description to elaborate on a single sentence from "The Beginning of the Armadillos." Visualizing and writing about characters' reactions to events will support reading comprehension as well as writing skills needed for the performance assessment..
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together because they work on the same Teacher-Guided Student Activity Card, and ▲ students may require additional language support to complete the activity card.
 - ▲: After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)

- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Cards** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ ▲ Day 2: Small Group Instruction (19 minutes, repeated three times)

- Invite students to reread the excerpt of the “Beginning of the Armadillos” story on Day 1 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Together chorally reread the excerpt of the “Beginning of the Armadillos” story.

- Invite students to briefly summarize the excerpt of the story. Check for understanding and review, if needed, to ensure general comprehension.
- Remind students of the definition of the word *encounter* (to meet or come up against) and have students share the first sentence of the two encounters they underlined yesterday. Explain that today they will be looking carefully at the way the author shows the reader what is happening in the story by describing the characters' thoughts, feelings, and actions in these encounters.
- Direct students' attention to the activity card. Work through the card together using the following sequence:
 1. Ask a volunteer to read the excerpt aloud.
 2. Choose three students to act out the passage.
 3. Reread the passage aloud slowly, stopping to allow students to act out each part.
 4. Reread the passage again, discuss each question, and support students in identifying the characters' thoughts, feelings, and actions and completing the activity on the task card.
 5. Explain that authors often describe characters' thoughts, feelings, and actions to help us imagine important events in a story. Discuss how Kipling's descriptions helped us visualize the events in these important parts of the story. If productive, cue students to provide evidence: "What, in the text, makes you think so?" (Responses will vary.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 3, Week 1: Independent Reading: Student Task Card** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆▲ Day 4: Small Group Instruction (19 minutes, repeated three times)

- Invite students to reread the excerpt of the "Beginning of the Armadillos" story on Day 1 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card. As students read, check in with students in the other ALL groups who need support in getting started.

- Briefly review the answers to Day 3 of the task card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Together chorally reread the excerpt of the “Beginning of the Armadillos” story.
- Together, read the sentence from “The Beginning of the Armadillos” printed on the task card. Support students in basic comprehension if needed.
- Invite students to compare this brief description to those they worked with on Day 3. How is it the same? Different? How could this description be improved?
- Explain that students will have the opportunity to add to this description by writing more about the character’s thoughts, feelings, and actions.
- Follow the directions on the differentiated task cards to help students discuss and visualize the character’s reaction to this event.
- Support students in adding sentences to the original description.
- Share the writing as time allows. Ideas for sharing:
 - Read to a partner.
 - Share with the larger group at a separate performance time.
 - Choose a peer’s paper, read silently, and write one positive comment to the author.
- Reflect as a group: How can visualizing characters’ thoughts, feelings, and actions make us better readers and writers?
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.4.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.4.3)

Student Materials

Day 2:

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

Day 4:

- ☒ Colored pencils (optional)

Directions:

Day 2

Your teacher will lead you in a discussion of each encounter below.

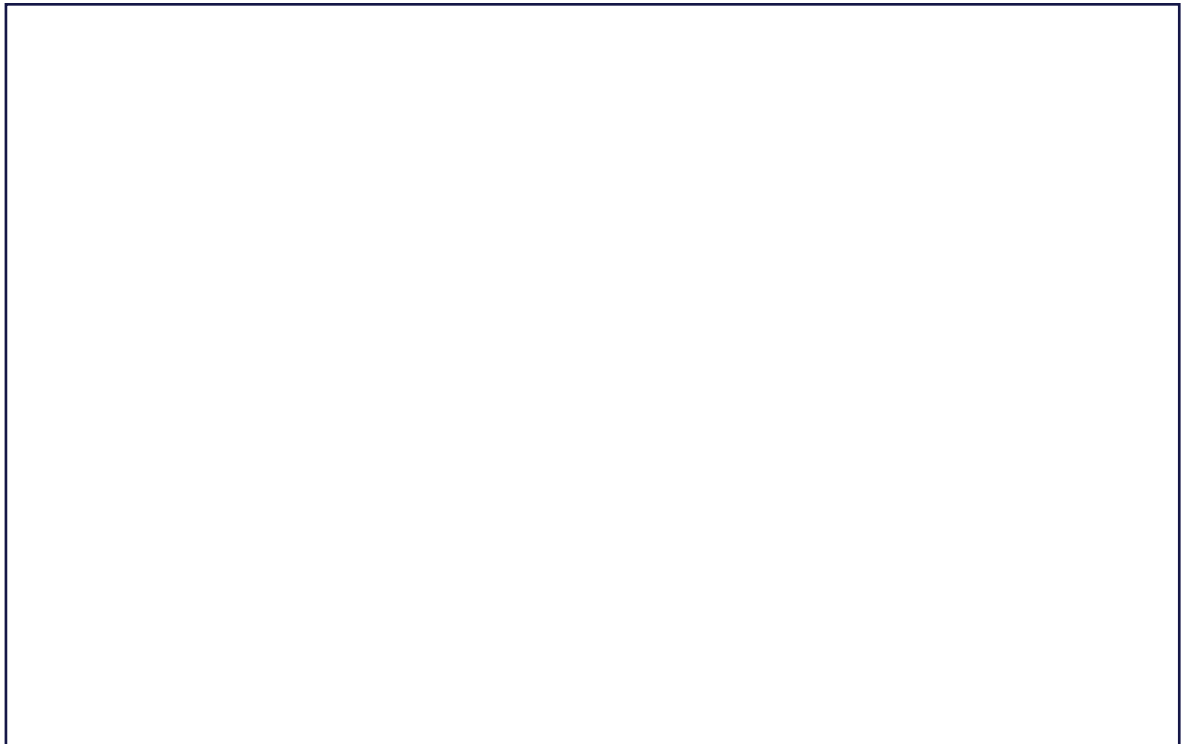
Together, think carefully about how Rudyard Kipling (the author) shows each character's reaction to the encounter by acting out the passage and drawing pictures to show what the character thinks, feels, and does.

"One beautiful night, Painted Jaguar found Stickly-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree. They could not run away, so Stickly-Prickly curled himself up into a ball, and Slow-Solid Tortoise drew in his head and feet into his shell as far as they would go."

1. Draw a picture to show how you think Sticky-Prickly Hedgehog and Slow-Solid Tortoise feel when they see Painted Jaguar.



2. Draw a picture to show Sticky-Prickly's and Slow-Solid's actions (what they did) when they saw Painted Jaguar.



Turn and talk with a partner about how the author's words help you picture the characters and the events described.

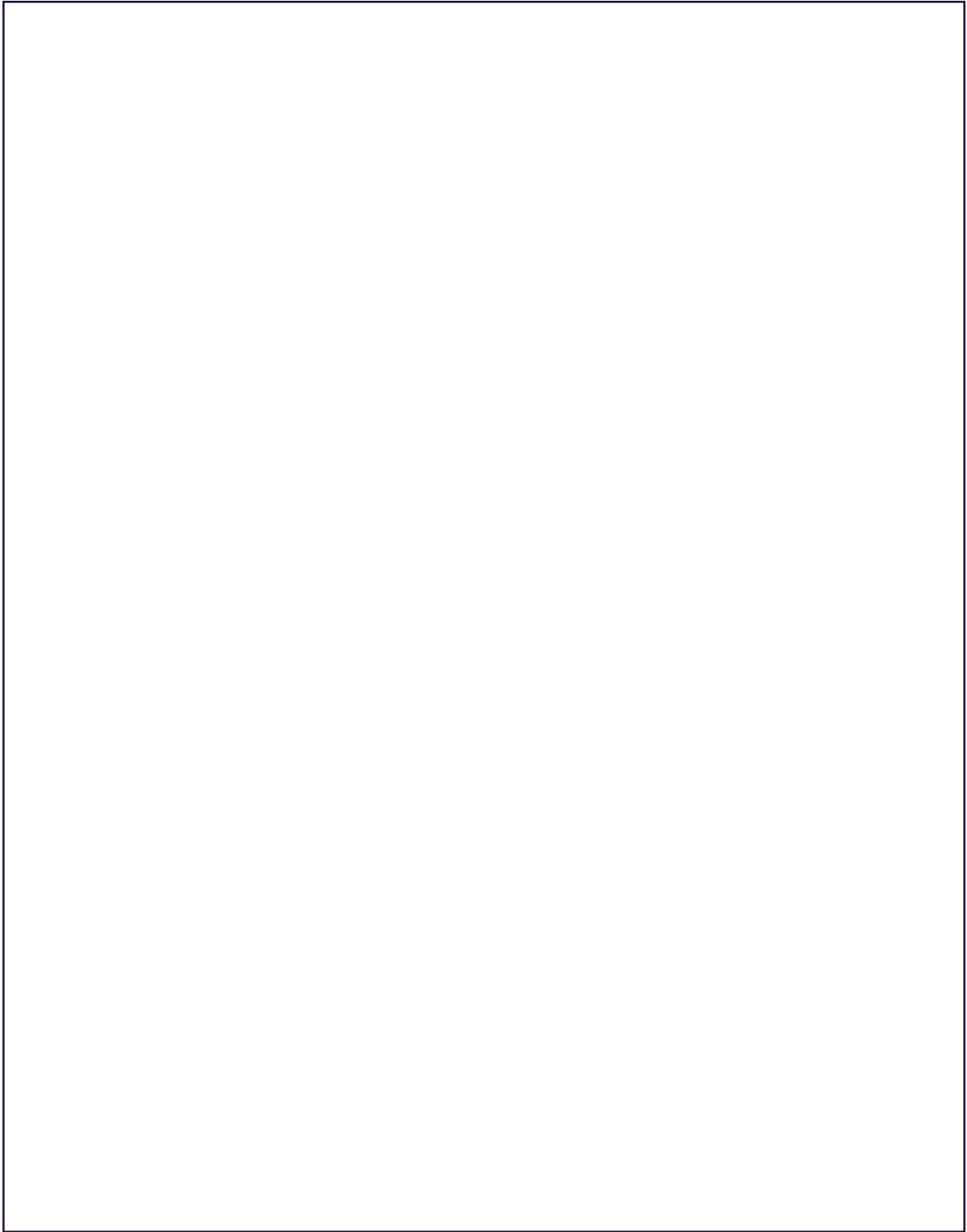
Day 4

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

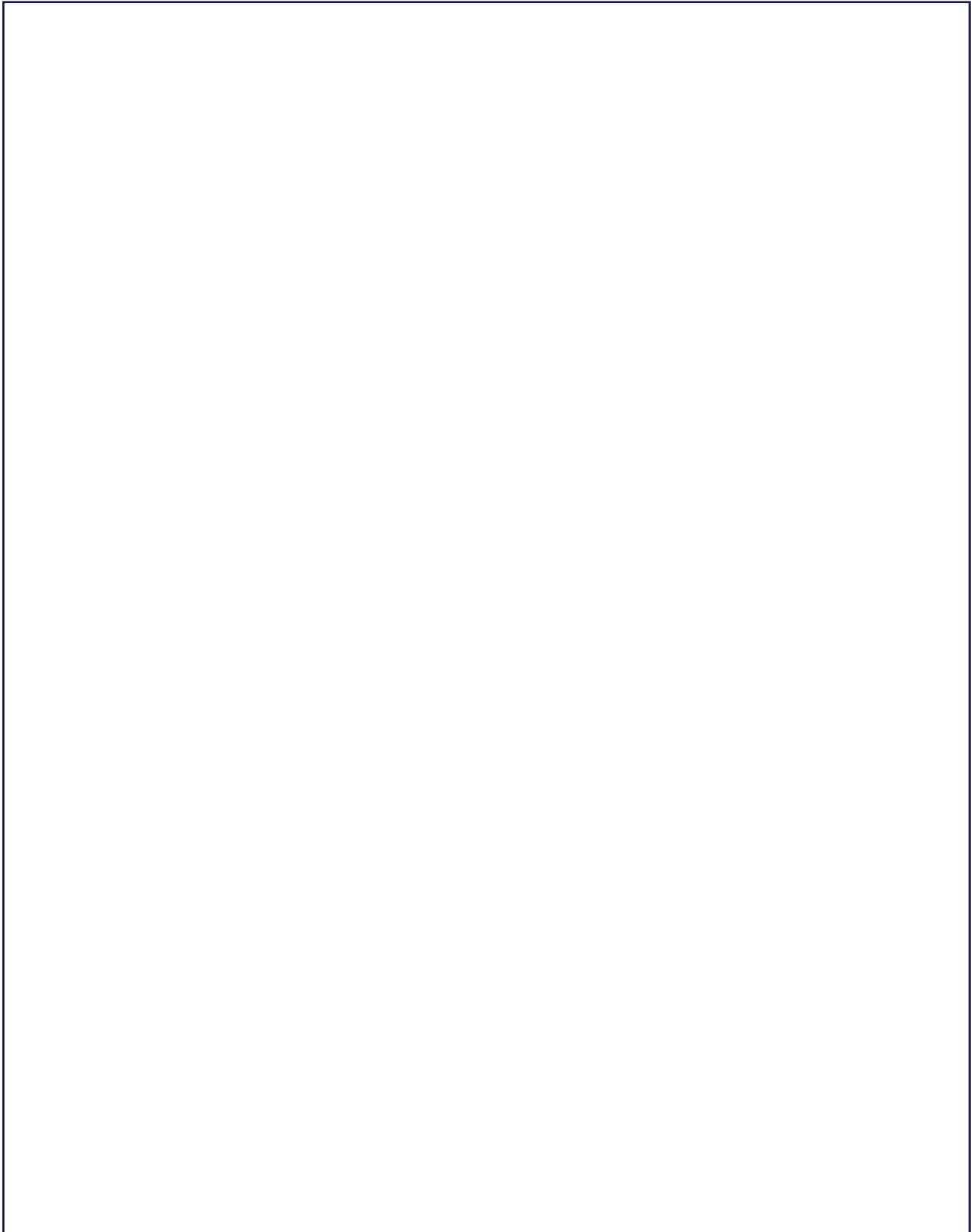
1. Listen as your teacher reads the sentence from "The Beginning of the Armadillos" below. Turn and talk with a partner about how Painted Jaguar might react to this situation.
2. In the boxes, draw pictures to show what Painted Jaguar might think, feel, or do.
3. Together as a group, write at least two sentences that "show" Painted Jaguar's reaction to this event. Your teacher will record your sentences.
4. Read what the group has written. Discuss: How does the detail you added show the reader what is happening in this part of the story?

"Painted Jaguar darted out his paw just as Stickly-Prickly curled himself up, and of course his paw became filled with prickles."

1. Draw a picture to show how Painted Jaguar might feel when he hurts his paw.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture showing how Painted Jaguar might feel when he hurts his paw.

2. Draw a picture to show what Painted Jaguar might do when he hurts his paw.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture showing what Painted Jaguar might do when he hurts his paw.



Additional Work with Complex Text



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

Name: _____

Date: _____



Daily Learning Targets

- Day 2: I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.4.3)
- Day 4: I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.4.3)

Student Materials

Day 2:

- ☒ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card

Day 4:

- ☒ Colored pencils (optional)

Directions:

Day 2

Your teacher will lead you in a discussion of each encounter below.

Together, think carefully about how Rudyard Kipling (the author) shows each character's reaction to the encounter by acting out the passage and answering questions about what the character thinks, feels, and does.

"One beautiful night, Painted Jaguar found Stickly-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree. They could not run away, so Stickly-Prickly curled himself up into a ball, and Slow-Solid Tortoise drew in his head and feet into his shell as far as they would go."

1. How did Stickly-Prickly Hedgehog and Slow-Solid Tortoise feel when they saw Painted Jaguar? What, in the text, makes you think so?
2. Underline the part of the paragraph that shows Stickly-Prickly's and Slow-Solid's actions when they saw Painted Jaguar.
3. Turn and talk with a partner about how the author's words help you picture the characters and the events described.

Day 4

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

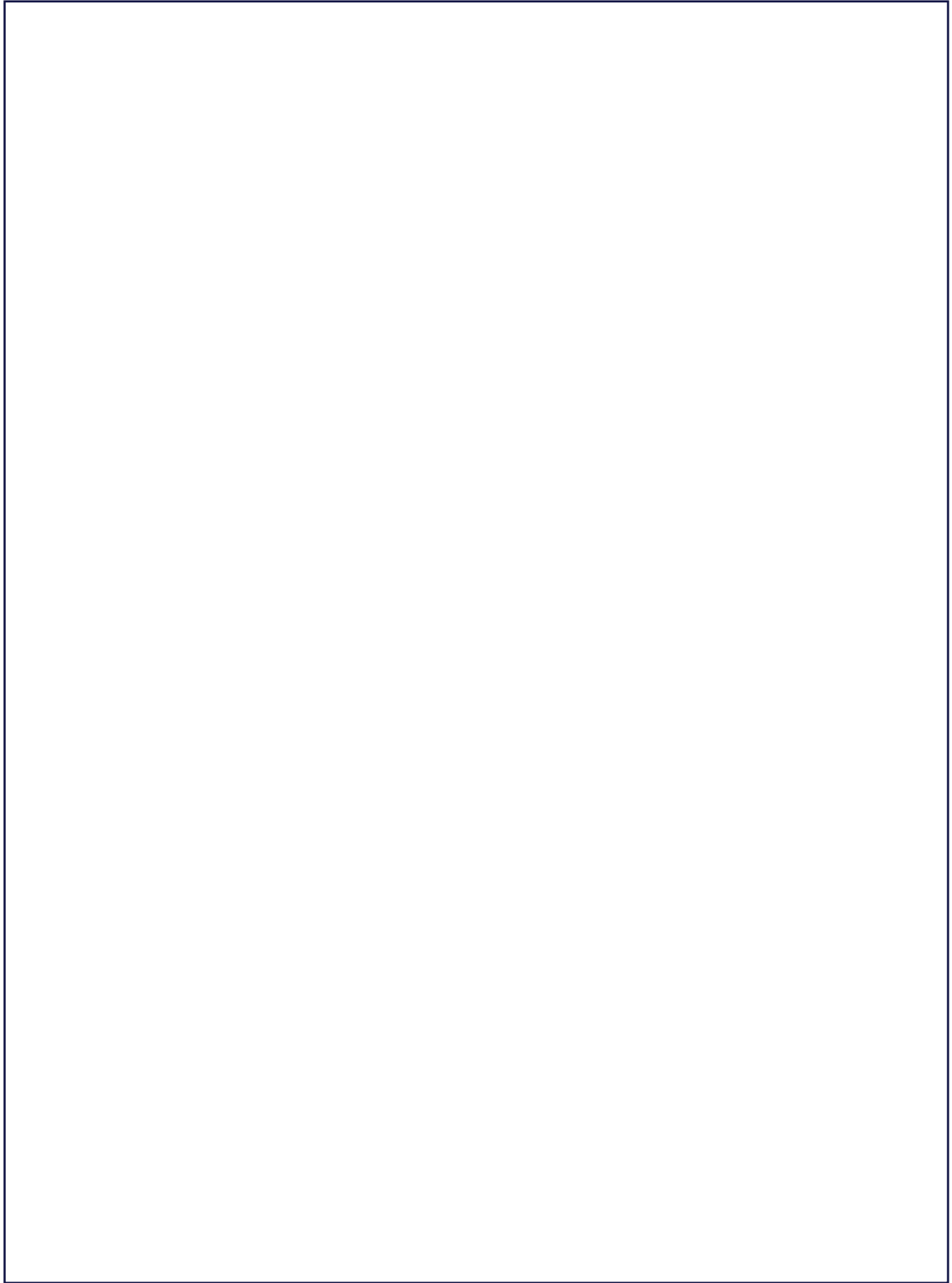
1. Reread the sentence from "The Beginning of the Armadillos" below. Turn and talk with a partner about how Painted Jaguar might react to this situation.
2. In the boxes, draw pictures to show what Painted Jaguar might think, feel, or do.

"Painted Jaguar darted out his paw just as Stickly-Prickly curled himself up, and of course his paw became filled with prickles."

Draw a picture to show how Painted Jaguar might feel when he hurts his paw.



Draw a picture to show what Painted Jaguar might do when he hurts his paw.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture showing what Painted Jaguar might do when he hurts his paw.

Add at least two more sentences that "show" Painted Jaguar's reaction to this event.



Additional Work with Complex Text



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

Day 2



The first picture should show animals with frightened faces, and the second should show a hedgehog rolled into a ball, and a tortoise with his head and feet pulled into his shell.)



"One beautiful night, Painted Jaguar found Stickly-Prickly Hedgehog and Slow-Solid Tortoise sitting under the trunk of a fallen tree. They could not run away, so Stickly-Prickly curled himself up into a ball, and Slow-Solid Tortoise drew in his head and feet into his shell as far as they would go."

1. How did Stickly-Prickly Hedgehog and Slow-Solid Tortoise feel when they saw Painted Jaguar? What, in the text, makes you think so? *Frightened. It says they could not run away.*
2. Underline the part of the paragraph that shows Stickly-Prickly's and Slow-Solid's actions when they saw Painted Jaguar.

Day 4

The first picture should show a jaguar with a face of pain, and the second picture should show him licking his paw.

At least two more sentences that "show" Painted Jaguar's reaction to this event:

Example sentences:

- Painted Jaguar looked at his paw with horror and shook it vigorously.
- He howled the mournful howl of an animal in pain.



Reading and Speaking Fluency/GUM



Unit 3, Week 1: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.4.4)
- Day 4: I can read a passage aloud fluently. (RF.4.4)

Student Materials

Days 2 and 4:

- ☒ Fluency passage
- ☒ Fluency Self-Assessment Checklist

Directions:

Day 2

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

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your fluency passage to yourself.
3. Find a partner who is reading the same passage as you and label yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A: read aloud. Partner B listen for one star and one step.
6. Partner B: share your star and step with partner A.
7. Partner B: read aloud. Partner A listen for one star and one step.
8. Partner A: share your star and step with partner B.

9. Write your star and step below.

Star	Step

Day 4

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

1. Get into groups of three or four.
2. Read the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *Animal Behavior: Animal Defenses* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
 - "The speed of your reading was perfect—especially when ____."
 - "I noticed that you paused at the periods."
6. Repeat steps 4–5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the highlighted criteria. Choose a different-colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- ■●◆: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.4, L.4.3a, L.4.6)

Day 3

- ■●◆: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- ▲: I can use transitional language to sequence events in my writing. (W.4.3d, L.4.1d, L.4.3a, L.4.6)

Teaching Notes

- On Day 1, students review what writing fluency is in preparation for the writing required throughout the Unit 3 module lessons. Students write in response to a prompt and then use a Writing Fluency Checklist for self-assessment, identifying strengths and setting a goal to work on throughout the week. Then they again practice responding to a prompt, working toward the goal they have just set.
- ▲ On Day 1, students analyze a paragraph, noticing that a clear, easy-to-understand paragraph is achieved in part by using transitional language to sequence events.
- On Day 3, students again write in response to a prompt, using the Writing Fluency Checklist: Unit 3 for self-assessment and working toward the goal set earlier in the week.
- ▲ On Day 3: Students use an engaging, interactive method for building a concise summary of a section of a longer text. The focus text is a section pulled from the previously read “Fight to Survive!” If time allows, use a think-aloud to group-write a summary of Behavioral Defense Mechanisms with the students.
- **Differentiation:**
 - Days 1 and 3: For students who require additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together to provide peer coaching opportunities.
 - ▲: After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group.

Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

- 🏔 Day 1: Levels of Support: To provide more challenge, invite students to read “Sila the Springbok” and try to determine the purpose and meaning of the transitional language from context. They can compare the differences in meaning and identify synonyms.
- 🏔 Day 3: Levels of Support: For students who require additional support, group-write the summary on the board in addition to orally summarizing. Provide sentence frames for the summary, such as: “Running away is ____.” or “The springbok and ostrich run so that ____.”

■ **In advance:**

- Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.
- Prepare Affix matching cards (one set per group) and blank cards (one set per group) for the Word Study and Vocabulary independent work component.
- 🏔 Day 1: Prepare “Sila the Springbok” paraphrase strips, one set per student.

Materials

Day 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ *Animal Behavior: Animal Defenses* (one per student)
- ✓ Ways to Write Continuously anchor chart (from Module 1 Additional Language and Literacy Block)
- ✓ Day 3: Animal Defenses research notebooks (one per student)
- ✓ 🏔 Chart paper (optional; one piece)
- ✓ 🏔 Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ 🏔 Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ 🏔 Day 1: “Sila the Springbok” paraphrase strips (one per student, see teaching notes)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.

- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ **Day 1: Small Group Instruction (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and direct students to read the Writing Fluency Checklist. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read each characteristic aloud and invite students to chorally read it with you as a group, clarifying anything students don't understand.
- Review what writing fluency is by focusing students' attention on the definition on the activity card.
- Invite students to read the writing prompts on the activity card and put their finger by the prompt they will respond to today.
- Give students 5 minutes to respond to the prompt. Tell students they should try to write for the entire 5 minutes, and they should refer to their **Animal Behavior: Animal Defenses** text as they write.
- Using the activity card, guide students through self-assessing their writing fluency and setting a goal.
- Direct students' attention to the **Ways to Write Continuously anchor chart**. Discuss with students what they can do when they get stuck and do not know what to write. As students share out, list any new ideas on the anchor chart.
- If productive, cue students to expand the conversation by giving an example:
Conversation Cue: "Can you give an example?" (Responses will vary.)
- Throughout the conversation, emphasize criteria such as:
 - Reread texts or notes to find details or evidence to support the topic.
 - Sketch a picture related to the topic.
 - Reread the response to check that it is appropriate for the purpose and audience.
 - Make a list of as many words as you can related to the topic.
 - Create a mind map or web of your ideas about the topic.
 - Don't focus on spelling or conventions; instead, focus on getting your ideas out.
- Tell students they will have another chance to practice their writing fluency today. Invite them to reread the prompts on the activity card and put their finger by the prompt they will respond to. Tell students they can choose the same prompt as earlier in the lesson.
- Give students 5 minutes to respond to the prompt. Remind students to focus on their goal as they write. Tell students they should try to write for the entire 5 minutes, and to refer to the Ways to Write Continuously anchor chart if they get stuck.
- Invite volunteers to read their response aloud for the whole group.

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

Day 1: Small Group Instruction (20 minutes)

- Distribute Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card and direct students to read the Writing Fluency Checklist. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Read each descriptor aloud and invite students to read along chorally with you. Discuss each descriptor, asking questions and clarifying phrases the students don't understand.
- Tell students that in this session they will focus on the descriptor:
 - “Information and ideas are clearly presented and easy to understand.”
- Explain that presenting information and ideas clearly in a way that is easy to understand involves using transitional language (such as *first*, *then*, and *finally*) to sequence events.
- Read “Sila the Springbok” aloud; then choral read with students. Tell them to try not to worry about the meaning of unfamiliar words during this reading.
- Ask general comprehension questions and clarify any key unfamiliar words or phrases.
- Invite students in pairs to retell the narrative. Ask them to compare their retelling of the narrative to their description of the picture sequence.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Encourage extended conversation among students about the meaning of the passage, especially the transitional language. Monitor and guide student conversation with questions such as:
 - “*What happens first in ‘Sila’? How does the author tell us what happened first? How did the author tell us what happened second, third, fourth, and fifth?*” (The author used transitional language to clarify the sequence the events.)
 - “*Can you find some transitional language in this paragraph?*” (suddenly, at first, then, soon, finally)
- Invite students to underline those five transitional words and phrases for sequences of events.
- Distribute the “Sila the Springbok” **paraphrase strips**.
- Invite students to work in pairs to read the strips aloud and decide which strip describes comes first in the story.

- Once students have decided on the sequential order of the strips, students can glue them into the correct order in the Sequence of Events table on the activity card.
- Walk students through completing the Sequence of Events table on their activity card. Use a similar instructional sequence for each transitional word or phrase:
 - Invite students to place a finger in the narrative where Sila heard the scary roar of a lion. Turn and Talk:

“Which transitional language does the author use with this event?” (suddenly)
 - Invite students to write the meaning of *suddenly* in English and in their home language (quickly; with no warning).
 - Think-Pair-Share:

“How long did the event take? Does suddenly tell you? (yes; very quickly)
 - Invite students to pronounce suddenly together: “SUH-den-lee. SUH-den-lee, Sila heard the scary ‘Roar!’ of a lion,” and to write the pronunciation. (Students can use their own system for representing pronunciation or use the phonetic alphabet.)
- Invite students to retell the narrative with the help of the transitional language they’ve learned.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 3, Week 2: Writing Practice: Student Task Card, providing models where helpful.

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

- Tell students that, as on Day 1, when working with the teacher in this lesson, they will be working on Writing Practice, and when working independently they will be working on Word Study and Vocabulary and on Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ Day 3: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to bring their **Unit 3, Week 2: Writing Practice: Student Task Card** and to reread their writing from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.

- Invite one or two volunteers to read their writing from Day 2 to the group, while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.
- Review the learning target for the day.
- Remind students of the **Ways to Write Continuously anchor chart**. Explain that in this lesson, students are going to practice one of the strategies on the anchor chart.
- Invite students to read the writing prompt on their activity card.
- Give students 1 minute to independently list as many words as they can that are related to the prompt. Invite volunteers to share words from their list with the whole group.
- Focus students on their writing fluency goals from Day 1. Tell students that in a moment, they will have time to fully respond to the writing prompt. Remind them that they should work toward the goal they developed on Day 1 as they write.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes and should refer to their **Animal Behavior: Animal Defenses** and **Animal Defenses research notebooks** as they write, and to refer to the Ways to Write Continuously anchor chart if they get stuck.
 - ■ Consider providing sentence stems and invite students to say their sentences orally aloud before writing. For students who will find this particularly challenging, consider writing the first sentence or two as a group before students write the rest themselves.
- Invite volunteers to read their response aloud for the whole group.
- Invite all students to share their progress toward their goal with the whole group.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

Day 3: Small Group Instruction (20 minutes)

- Invite students to bring their Unit 3, Week 2: Writing Practice: Student Task Card and to reread their writing from the previous day. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards.
- Invite one or two volunteers to read their writing out to the group, while the other students in the group refer to the Writing Fluency Checklist on their activity cards to identify stars and steps for the writer.
- Take this opportunity to use common issues with student writing as teaching points for the whole group.
- Review the learning target for the day and discuss its meaning.
- Focus students' attention on the transitional words and phrases on Day 1 of the activity card. Read them aloud while students read them aloud chorally with you. Review the meaning as needed.

- Turn and Talk:

“Why do we use transitional words and phrases?” (They help make clear a sequence of events. Two of them describe how long an event took.)

- Reread “Sila the Springbok” aloud for students and invite them to read along chorally with you.
- Invite students in pairs to retell (not read) the “Sila the Springbok” narrative. Remind them to use the transition language they identified on Day 1.
- Circulate, pointing out errors in the use of transitional language. Encourage students to self-correct.
- Invite students to plot the sentences with transitional language on the timelines on their activity cards.
- Ask students to think about the narrative they are writing about an encounter between predator and prey characters in the module lessons.
- Invite students to turn to a partner and tell them about the encounter, using the transitional language.
- Invite students to report back. Note any common errors in transitional language and, after the share-out, display the errors and invite students to correct them.
- Discuss in pairs and report back:

“How does using transitional language to sequence events help make information clear and easy to understand?” (The language helps clarify what comes first, or how quickly it happens, or both.)

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 2: Writing Practice: Student Task Card and walk through the Day 4 tasks, providing models where helpful.



Writing Practice



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

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- Day 3: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)

Student Materials

Days 1 and 3:

- ☒ Ways to Write Continuously anchor chart
- ☒ *Animal Behavior: Animal Defenses*

Directions:

Day 1

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

Writing Fluency Checklist: Unit 3		
Standard	Characteristics of Fluent Writing	Yes? No?
W.4.10	I write continuously for the entire time period allotted.	
W.4.4	Information and ideas are clearly presented and easy to understand.	
W.4.4 L.4.6	My writing is appropriate for this purpose and audience.	
W.4.3d L4.6 L4.3	I include details and choose words carefully to help readers imagine what they might see, hear, taste, smell, or feel if they were there.	

Choose a picture of an animal in *Animal Behavior: Animal Defenses*.

- Describe an experience that the animal in the picture could have.
- Describe a typical day in the life of the animal.
- Describe the habitat shown.

Writing fluency: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the purpose and audience.

1. Fluency strength:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

[illegible]

Day 3

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

Writing fluency: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the purpose and audience.

Prompt: Describe what your expert group animal feels and sounds like. Be sure to use sensory details to describe the experiences and events precisely.

Words related to the prompt:

To get you started ...

- Review your research texts and research notebooks to find details or evidence about the topic.
 - Consider what your animal's exterior feels like.
 - Is it hard or soft?
 - Is it smooth or rough? Is it spiky and sharp?
 - Is it moist or dry?
 - Consider how your animal sounds in different situations.
 - What does it sound like when it moves?
 - What does it sound like when it eats?
 - What does it sound like when it protects itself?
-
-

[illegible]

[illegible]



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can analyze how information and ideas in a paragraph are clearly presented and easy to understand. (W.4.4, L.4.3a, L.4.6)
- Day 3: I can use transitional language to sequence events in my writing. (W.4.4, W.4.3c, L.4.3a, L.4.6)

Student Materials

Days 1 and 3:

☒ N/A

Directions:

Day 1

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

Writing Fluency Checklist: Unit 3		
Standard	Characteristics of Fluent Writing	Yes? No?
W.4.10	I write continuously for the entire time period allotted.	
W.4.4	Information and ideas are clearly presented and easy to understand.	
W.4.4 L.4.6	My writing is appropriate for this purpose and audience.	
W.4.3d L4.6 L4.3	I include details and choose words carefully to help readers imagine what they might see, hear, taste, smell, or feel if they were there.	

"Sila the Springbok"

Like any antelope does on any given day, Sila the Springbok was grazing quietly on the crunchy, green grass of the warm African plains. Suddenly, she heard a frightening sound. "Roar!" It came from behind Sila. At first, Sila froze. "A huge lion!" she whispered, terrified. Then instinct took over. Sila began to run and prunk. She ran fast and prunked high for a few dangerous minutes, but the lion was soon close behind her. Sila dashed past some rounded, black brush where an old hare was hiding. The startled hare flapped out of the black brush, attracting the lion's attention. A minute later, giving up on Sila, the lion chased after the old hare instead. Finally, Sila was safe!

"Sila the Springbok" Sequence of Events				
What happened?	What is the transitional language to describe the sequence of events?	What are the meaning and translation of the transitional language?	Does the transitional language describe how long the event took?	How is the transitional language pronounced?
1. Sila heard the scary "Roar!" of a lion.	suddenly		yes—very quickly	
2.				
3.				
4.				
5.				

Day 3

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

Transitional language	Meaning and translation	Timeline
suddenly	quickly, with no warning	today grazing ←————→ > Suddenly heard
		←————→
		←————→
		←————→
		←————→

**Word Study and Vocabulary****Unit 3, Week 2: Day 1: "Sila the Springbok" Paraphrase Strips (▲)**

Sila escaped from the lion.

Sila could not move.

Sila was helped by her instincts.

Sila heard the scary "Roar!" of a lion.

The lion got very near to Sila.



Writing Practice



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

Day 1

"Sila the Springbok"

Like any antelope does on any given day, Sila the Springbok was grazing quietly on the crunchy, green grass of the warm African plains. **Suddenly**, she heard a frightening sound. "Roar!" It came from behind Sila. **At first**, Sila froze. "A huge lion!" she whispered, terrified. **Then** instinct took over. Sila began to run and pronk. She ran fast and pronked high for a few dangerous minutes, but the lion was **soon** close behind her. Sila dashed past some rounded, black brush where an old hare was hiding. The startled hare ran out of the black brush, attracting the lion's attention. A minute later, giving up on Sila, the lion chased after the old hare instead. **Finally**, Sila was safe!

Sila the Springbok Sequence of Events				
What happened?	What is the transitional language to describe the sequence of events?	What are the meaning and translation of the transitional language?	Does the transitional language describe how long the event took?	How is the transitional language pronounced?
1. Sila heard the scary "Roar!" of a lion.	<i>suddenly</i>	<i>quickly with no warning</i>	<i>yes—it happened quickly</i>	<i>SUH-den-lee</i>
2. Sila could not move.	<i>at first</i>	<i>in the beginning, before a change or contrast happened</i>	<i>no</i>	<i>At FIRST</i>
3. Sila was helped by her instincts.	<i>then</i>	<i>next, after that</i>	<i>no</i>	<i>ðen</i>
4. The lion got very near to Sila.	<i>Soon</i>	<i>after a short time</i>	<i>yes—it was a short time</i>	<i>su:n</i>
5. Sila escaped from the lion.	<i>Finally</i>	<i>in the end, after a long time</i>	<i>no</i>	<i>Fl-nuh-lee</i>

Day 3

Transitional language	Meaning and translation	Timeline
suddenly	Quickly with no warning	<p>today</p> <p> grazing </p> <p>←————→</p> <p>> Suddenly heard</p>
at first	<i>in the beginning, before a change or contrast happened</i>	<p>today</p> <p>> At first froze </p> <p>←————→</p> <p> instinct</p>
then	<i>next, after that</i>	<p>today</p> <p> froze </p> <p>←————→</p> <p>> Then instinct</p>
soon	<i>after a short time</i>	<p>today</p> <p> ran fast </p> <p>←————→</p> <p>> soon close behind</p>
finally	<i>in the end, after a long time</i>	<p>today</p> <p> chased hare </p> <p>←————→</p> <p>> Finally safe</p>



Word Study and Vocabulary



Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

- Day 1: I can identify affixes in words and use affixes as clues to the meanings of words. (RF.4.3a, L.4.4b)
- Day 3: I can use an academic vocabulary word in context. (L.4.6)

Student Materials

Day 1:

- ☒ Affix matching cards
- ☒ Blank cards
- ☒ Dictionary (one per pair)
- ☒ Affix List

Day 3:

- ☒ N/A

Directions:

Day 1

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

An **affix** is added to a root word to change the meaning:

- A **prefix** is added at the beginning of a root. For example: **un**happy.
- A **suffix** is added to the end of a root. For example: laugh**ing**.

1. Facilitator: Shuffle the Affix matching cards and distribute at least one game card to each person in the group. Make sure all cards are handed out, even if some people have two or more cards.
2. Facilitator: Place the blank cards in the center of the table.
3. Facilitator: Guide your group through the game with the following instructions.

- a. All students read their card(s). Some cards contain the meaning of an affix, and some cards contain sentences with a word underlined.
 - b. Remind students to review their Affix List from Module 1 to help them.
 - c. Get up and talk to each other to match the affix with the underlined word. So, for example, the card "incorrectly" would go with the sentence "She got into trouble with her parents because she misbehaved for the babysitter."
 - d. Both lay your matching cards together on the table.
 - e. With the person you matched cards with, take three blank cards. Together, write the affix and root, and then write or draw the definition of the underlined word. Use a dictionary if needed.
 - f. Repeat until all of the cards have been matched and new cards have been created with the affix, root, and definition of the underlined word.
4. Facilitator collects and shuffles all of the cards, including the new ones, and repeats the matching game. This time there will be group matches with the meaning of the affix, the sentence, the root, the affix, and the definition of the underlined word.
5. Repeat two more times.

Day 3

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

1. Say the word you worked on with your teacher yesterday three times (**misjudge** or **consideration**).
2. Pair up with someone who worked on the same word. Talk with your partner about what the word means.
3. Practice using the word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using that word below. You can write more sentences on the back if you have time:



Word Study and Vocabulary



Unit 3, Week 2, Day 1: Affix Matching Cards

full of	He was <u>hopeful</u> that he would pass the test because he had worked hard.
without	The woman was <u>careless</u> and left her purse on the table.
before	The baker <u>premade</u> the frosting to be able to ice the cake as soon as it was ready.

not	She always <u>disagreed</u> with him, which made him angry.
more than one	There were three <u>babies</u> on the bus, and they were all crying.
incorrectly or badly	He <u>misread</u> the directions and burned the vegetables.
incorrectly or badly	I was upset to find out that I had <u>misspelled</u> her name on her birthday card.

**incorrectly
or badly**

**My parents were
furious because the
dog misbehaved
and chewed up the
couch.**

two

**There was a bicycle
race through the
town that stopped
the traffic for an
hour.**

**act of,
state of,
result of**

**We received an
invitation to a
party in the mail.**

**act of,
state of,
result of**

**We're learning
about commas and
other punctuation.**

**act of,
state of,
result of**

**Remember to use
quotation marks
for dialogue.**



Independent Reading



Unit 3, Week 2: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Days 1 and 2: I can read my free choice reading text independently for 10 minutes. (RL.4.10, RI.4.10)
- Day 3: I can choose and respond to a prompt about my free choice reading text. (RL.4.10, RI.4.10)
- Day 4: I can listen carefully and ask questions of others about their free choice reading text. (RL.4.10, RI.4.10, SL.4.1)

Student Materials

Days 1–2:

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

Day 3:

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

Day 4:

- ☒ Free choice reading text

Directions:

Days 1 and 2

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

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

Day 3

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

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

Day 4

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

Text Share:

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

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

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



Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the prefix *mis-*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)

Day 4

- ■ ● ◆: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the root *-rupt*. (RF.4.3a, L.4.4b)
- ▲: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)

Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Frayer Model to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■ ● ◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
 - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.
 - ▲: After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.

■ **In advance:**

- Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (from Day 1; one per student and one to display)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 module lessons)
- ✓ 🗑️ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ 🗑️ Online or paper translation dictionary (one per ELL in student's home language)

Days 2 and 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Word Study and Vocabulary, and when working independently they will be working on Writing Practice and Independent Reading.
- Focus students on the posted **Poster Walk Posters 2, 3, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 3, Week 2: Writing Practice: Student Task Card**, and remind them they will need to retrieve their **Unit 3, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ **Days 2 and 4: Small Group Instruction (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards** and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's task card.
- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the activity card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the activity card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Module 1.
- Invite students to complete their Frayer Model.
- Because this is still quite new, work step by step with students to complete the Frayer Model, using a model where necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

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

- Invite students to retrieve their Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and read the words and definitions from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.

- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
- Turn and Talk:
 - “What was Polly’s most important worry?” (to get away from the shark)***
 - “What do most English sentences have to have to be a complete sentence?” (subject with a predicate)***
- Review what a subject and predicate are as necessary.
- Invite students to circle the subject in the sentence. Turn and Talk:
 - “What is this sentence about?” (Look for students to circle and say it’s about Polly’s main consideration.)***
- Invite students to underline the predicate. Turn and Talk:
 - “What do you know about the subject?” (Look for students to underline was escaping from the tiger shark.)***
- Display the sentence starter: “Yesterday, my main consideration ____.”
- Invite students to complete the subject with a predicate. (Responses will vary.)
- Focus students on the sentence at the top of their activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentence on the board or on chart paper.
- Break the word down into syllables and say it aloud; then invite students to break it down into syllables and say each syllable aloud with you.
- Write a helpful representation of the pronunciation on chart paper.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
- Provide a definition, explanation, and synonym of the word that students can understand.
- Write the definition, explanation, and synonym on the board or on chart paper.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their Affix List from Module 1.
- As time permits, ask students to remember or find two more words with the same root in “Powerful Polly.” These may be different forms of the word, too.
- Review how to complete the vocabulary organizer and work with students to complete it step by step, providing support and assistance as necessary.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 3, Week 2: Word Study and Vocabulary: Student Task Card task for Day 3, providing models where helpful.

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

- Invite students to retrieve their Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's task card.
- Redistribute the Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Read aloud the sentence at the top of the activity card.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Place your finger on *from what* and invite students to read it aloud chorally with you.
 - “What does from what mean? Why do you think that?” (part of a whole/some but not all of; the information out of all of the books I read)*
 - “What are you going to use the information to do? Why do you think that?” (to create the characters, setting, or events; the sentence says to create which signals the purpose for the information)*
 - “What information could you use to create a character? A setting? An event?” (Responses will vary.)*
- Focus students on the word at the top of the task card. Say the word aloud; then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud; then invite students to break it down into syllables and say each syllable aloud with you.
- Write a helpful representation of the pronunciation on the board or on chart paper.
- Ask if students can explain what the word means and invite them to explain it for the group. Invite students to use paper or online translation dictionaries and clarify where necessary.
- Provide a definition, explanation, and synonym of the word that students can understand.
- Write the definition, explanation, and synonym on the board or on chart paper.
- Work with students to complete their activity card.
- 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 Frayer Model to analyze the meaning of an academic vocabulary word with the prefix *mis-*. (RF.4.3a, L.4.4b)
- Day 4: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the root *-rupt*. (RF.4.3a, L.4.4b)

Student Materials

Day 2 and 4:

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

Directions:

Day 2

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

I misjudged what the armadillo would do. I thought it would roll into a ball, but it tried to run away.

The word is "**misjudge.**"

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

Prefix	Root	Suffix	Definition of Root
			<i>mis-</i> means incorrectly or wrongly

2. What is the meaning of the root?

3. What are two words with the same affix?

4. Complete the Frayer Model for this word:

<p>Definition</p>	<p>Facts/Characteristics</p> <p>- Inaccurate/incorrect opinion</p>
<p>Examples</p> <p>When might you form an incorrect opinion or conclusion?</p> <p>- I misjudged her. I thought she was mean, but she was actually nice.</p>	<p>Non-Examples</p> <p>What examples are the opposite of a misjudgment?</p> <p>- I thought that I would do well on the test, and I did.</p>

misjudged

Day 4

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

The cheetah **disrupted** the springbok herd during feeding time.

The word is "**disrupted.**"

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

Prefix	Root	Suffix	Definition of Root
			<i>rupt-</i> means to break or burst

2. What are two words with the same root?

3. Complete the Frayer Model for the word **disrupted**:

Definition	Facts/Characteristics - Stop something from happening
Examples When might you disrupt something? - I disrupted the class by making a noise during quiet time.	Non-Examples What examples are the opposite of disrupting? - I sat and read quietly during independent reading.

disrupted



Word Study and Vocabulary



Unit 3, Week 2: Teacher-Guided Student Activity Card (● ♦)

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the prefix *mis-*. (RF.4.3a, L.4.4b)
- Day 4: I can use a Frayer Model to analyze the meaning of an academic vocabulary word with the root *-rupt*. (RF.4.3a, L.4.4b)

Student Materials

Day 2 and 4:

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

Directions:

Day 2

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

I misjudged what the armadillo would do when it saw me. I was sure it would roll into a ball immediately, but it tried to run away first.

The word is "**misjudge.**"

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

Prefix	Root	Suffix	Definition of Affix

2. What is the meaning of the root?

3. What are two words with the same root?

Judge: _____

Judge: _____

4. What are two words with the same affix?

5. Complete the Frayer Model for this word:

Definition	Facts/Characteristics - Inaccurate/incorrect opinion
Examples	Non-Examples

misjudge

Day 4

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

The cheetah **disrupted** the springbok herd during feeding time.

The word is "**disrupted.**"

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

Prefix	Root	Suffix	Definition of Root

2. What are two words with the same **root**?

3. What are two words with the same **prefix**?

4. Complete the Frayer Model for the word **disrupted**:

Definition	Facts/Characteristics - Stop something from happening
Examples	Non-Examples

disrupted

5. Use the word in a sentence:



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2 and 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ation*. (RF.4.3a, L.4.4b)

Student Materials

Day 2 and 4:

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

Directions:

Day 2

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

Polly's main consideration was escaping from the tiger shark.

The word is "**consideration**."

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

Root	Suffix	Definition of Root
		<i>-ation</i> means _____

- What is the meaning of the root?

- What are two words with the same root? For help, look in "Powerful Polly," Paragraph 4.

4. Complete the vocabulary organizer for this word:

Definition, Explanations, Synonyms	Translation and Cognate	Pronunciation	
Collocations <ul style="list-style-type: none"> - main consideration - major consideration - careful consideration - serious consideration - give something some consideration - safety considerations 	<div data-bbox="518 829 1021 1144" style="text-align: center;"> Consideration <i>Your Drawing</i> </div> <div data-bbox="790 1165 1332 1417"> <ul style="list-style-type: none"> - "At first, she considered trying to swim away, but she knew the shark was much too fast." ("Powerful Polly," Paragraph 4) - Before you write your conclusion, please give it some consideration. </div>		Showing Sentences

Day 4

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

I use some information from what I have read to create the characters, setting, or events in the story.

The word is **"information."**

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

Root	Suffix	Definition of Suffix
		-ation means _____

2. What is the meaning of the root?

3. What are two words with the same root? For help, look in "Powerful Pol-ly," Paragraph 4.

4. Complete the vocabulary organizer for this word:

Definition, Explanations, Synonyms	Translation and Cognate	Pronunciation
<div data-bbox="518 787 1021 1102" style="text-align: center;"> information <i>Your Drawing</i> </div>		
Collocations <ul style="list-style-type: none"> - collect information - share information - use information from - important information - piece of information - immediately inform - informative presentation 	Showing Sentences <ul style="list-style-type: none"> - "I thought the article was good, informative, covered multiple interesting sections regarding pufferfish." (http://voices.nationalgeographic.com/2013/08/21/whats-a-pufferfish-explaining-animal-behind-mystery-circles/) - "Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably." (Common Core English Language Arts Standard RI.4.9.) 	

**Word Study and Vocabulary****Unit 3, Week 2: Teacher-Guided Student Activity Cards (■●◆)**
(Answers, for Teacher Reference)**Day 2**

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

Prefix	Root	Suffix	Definition of Root
<i>mis-</i>	<i>judge</i>		<i>mis- means incorrectly or wrongly</i>

2. What is the meaning of the root? *Form an opinion or conclusion about.*

3. What are some words with the same root? *Answers will vary, but could include: judges, judged, judgment.*

4. What are some other words with the same affix? *Answers will vary, but could include: misstate, misbehave, misinterpret.*

5. Complete the Frayer Model for this word:

<p>Definition</p> <p><i>To form an inaccurate opinion or conclusion</i></p>	<p>Facts/Characteristics</p> <p><i>Answers will vary, but could include:</i></p> <ul style="list-style-type: none"> - <i>Inaccurate/incorrect opinion</i> - <i>Inaccurate/incorrect conclusion</i>
<p>Examples</p> <p><i>Answers will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - <i>I misjudged her. I thought she was mean, but she was actually nice.</i> - <i>He misjudged how wide the gap was and scraped his car against the wall.</i> 	<p>Non-Examples</p> <p><i>What examples are the opposite of disrupting?</i></p> <ul style="list-style-type: none"> - <i>I thought that I would do well on the test, and I did.</i> - <i>I thought my new teacher would be nice, and I was right!</i>

misjudge

Day 4

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

Prefix	Root	Suffix	Definition of Root
<i>dis-</i>	<i>rupt</i>	<i>ed</i>	<i>rupt- means break or burst</i>

2. What are some words with the same root? *Answers will vary, but could include: disruptive, disrupt, erupt, interrupt, bankrupt.*
3. What are some other words with the same prefix? *Answers will vary, but could include dislike, distrust, disagree.*

4. Complete the Frayer Model for this word:

<p>Definition</p> <p><i>To interrupt by causing a disturbance or a problem</i></p>	<p>Facts/Characteristics</p> <p><i>Answers will vary, but could include:</i></p> <ul style="list-style-type: none"> - <i>Stop something from happening</i> - <i>Interrupt</i>
<p>Examples</p> <p><i>Answers will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - <i>Disrupted the class during quiet time by being noisy</i> - <i>An accident can disrupt traffic on the road.</i> 	<p>Non-Examples</p> <p><i>Answers will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> - <i>Sitting quietly during independent reading</i> - <i>Doing exactly as the teacher asked</i>


**Word Study and Vocabulary****Unit 3, Week 2: Teacher-Guided Student Activity Cards (▲)**
(Answers, for Teacher Reference)**Day 2**

1. Use your Affix List. Break down the word into the root and the suffix:
Possible answers:

Root	Suffix	Definition of Suffix
<i>consider</i>	<i>ation</i>	<i>-ation means "the state of" or "the act of."</i>

2. What is the meaning of the root? *Answers will vary, but could include: think carefully before doing something.*
3. What are two words with the same root? For help, look in "Powerful Polly," Paragraph 4. *Answers will vary, but could include: considers, considered, are considering, to consider, considerable, considerate.*

4. Complete the vocabulary organizer for this word: *Answers will vary, but could include:*

<p>Definition, Explanations, Synonyms</p> <ul style="list-style-type: none"> - serious thought, usually over a longer period of time - the state of thinking - carefully - reflection; thought 	<p>Translation and Cognate</p> <p>- úvaha</p>	<p>Pronunciation</p> <p>- cawn-sid-r-A-shun</p>
<p style="text-align: center;">consideration</p> <div style="text-align: center;">  <p style="text-align: center;">Your Drawing</p> </div>		
<p>Collocations</p> <ul style="list-style-type: none"> - main consideration - major consideration - careful consideration - serious consideration - give something some consideration - safety considerations - to consider - have some consideration - briefly consider - personal considerations 	<p>Showing Sentences</p> <ul style="list-style-type: none"> - "At first, she considered trying to swim away, but she knew the shark was much too fast." ("Powerful Polly," Paragraph 4) - Before you write your conclusion, please give it some consideration. - "As such . . . special management considerations." (http://voices.nationalgeographic.com/2013/05/05/elephants-in-captivity-a-perspective-from-former-aza-directorwilliam-conway-chair-of-conservation-science) 	

Day 4

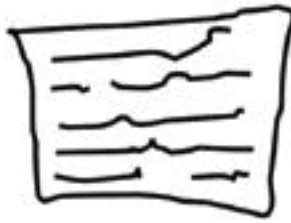
1. Use your Affix List. Break down the word into the root and the suffix: *Possible answers:*

Root	Suffix	Definition of Suffix
<i>inform (in + forma)</i>	<i>ation</i>	<i>-ation means "the state of" or "the act of."</i>

2. What is the meaning of the root? *Answers will vary, but could include: to provide facts.*
3. What are two words with the same root? For help, look in "Powerful Pol-ly," Paragraph 4. *Answers will vary, but could include: informs, informed, is informing, informational, informative, to inform.*
4. Complete the vocabulary organizer for this word: *Answers will vary, but could include those on the next page.*

Definition, Explanations, Synonyms <ul style="list-style-type: none"> - facts about something - what you learn from reading a book - knowledge; details 	Translation and Cognate <ul style="list-style-type: none"> - informatie 	Pronunciation <ul style="list-style-type: none"> - in-for-MAY-shun
Collocations <ul style="list-style-type: none"> - collect information - share information - use information from - important information - piece of information - immediately inform - informative presentation - to inform - analyze information - have information - accurate information - valuable information 		Showing Sentences <ul style="list-style-type: none"> - "I thought the article was good, informative, covered multiple interesting sections regarding puffer fish." (http://voices.nationalgeographic.com/2013/08/21/whats-a-pufferfish-explaining-animal-behind-mystery-circles/) - "Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably." (Common Core English Language Arts Standard RI.4.9.) - "How can a writer use his or her knowledge on a topic to inform and entertain?" (Teacher asked us this question, Unit 3 Lesson 1)

information



Your Drawing



Writing Practice



Unit 3, Week 2: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 2 and 4: I can respond to a prompt using sensory details and concrete language to convey experiences and events precisely. (W.4.3, W.4.4, W.4.9b, W.4.10, L.4.6)
- Day 4: I can revise a poem to mimic the structure of "The Red-Eyed Tree Frog." (RL.3.5, W.3.3, W.3.4, W.3.10, L.3.1a, L.3.5a, L.3.6)

Student Materials

Day 2 and 4:

- ☒ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card
- ☒ Ways to Write Continuously anchor chart
- ☒ *Animal Behavior: Animal Defenses*
- ☒ Animal Defenses research notebooks

Directions:

Day 2

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

Writing fluency: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

1. Read the Writing Fluency Checklist on the Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card. If you wrote Writing Fluency Goals, read those too.
2. Read the Ways to Write Continuously anchor chart.
3. Chorally read the prompt on the next page as a group.
4. Respond to the prompt. Try to write for the entire 10 minutes. Use *Animal Behavior: Animal Defenses*.

5. Share with the group something you worked on to achieve the criteria on the Writing Fluency Checklist.

Prompt: Describe what your expert group animal looks like. Be sure to use sensory details to describe the experiences and events precisely.

To get you started:

- Review your research notebooks to find details or evidence about the topic.
- Consider how your animal looks in different situations.
 - What does it look like when it moves?
 - What does it look like when it eats?
 - What does it look like when it protects itself?

[illegible]

Day 4

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

Writing fluency: ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.

1. Read the Writing Fluency Checklist on the Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card. If you wrote Writing Fluency Goals, read those too.
2. Read the Ways to Write Continuously anchor chart.
3. Chorally read the prompt on the next page as a group.
4. Respond to the prompt. Focus on the fluency goals you set on Day 1. Try to write for the entire 10 minutes. Use *Animal Behavior: Animal Defenses* and your Animal Defenses research notebook.
5. Self-assess on the Writing Fluency Checklist by writing "yes" or "no" by each characteristic. Use a different color from the one you used on your self-assessment on Day 1.
6. Be prepared to share your self-assessment with your group and explain how you improved your writing fluency this week.

Prompt: Describe a new experience your expert group animal might have. Be sure to use sensory details to describe the experiences and events precisely:

[illegible]