

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

# Additional Language and Literacy Block

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

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

The ALL Block for each unit contains the following:

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






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

■ = Below grade level

● = On grade level

◆ = Above grade level

▲ = English language learners

ALL 3M1 UNIT 1 OVERVIEW	
 <p><b>Reading and Speaking Fluency/GUM</b></p>	<ul style="list-style-type: none"> <li>This component is introduced in Unit 2.</li> </ul>
 <p><b>Additional Work with Complex Text</b> RI.3.4, L.3.4, SL.3.1</p>	<ul style="list-style-type: none"> <li>All students closely read the ALL Independent Group Work protocol to gain a deep understanding of the process they will follow when working in groups without teacher support.</li> <li>ELLs complete the same activities as other students.</li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RL.3.10, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> <li>Students read research texts (related to the topic of learning challenges) and free choice texts (on any topic of their interest), and practice completing Student Task Card. They work with partners and in small groups to share new vocabulary and learning from their texts.</li> <li>In Week 2, students begin to log their reading and respond to reading prompts in independent reading journals.</li> <li>ELLs complete the same activities as other students.</li> </ul>
 <p><b>Writing Practice</b></p>	<ul style="list-style-type: none"> <li>This component is introduced in Unit 2.</li> </ul>
 <p><b>Word Study and Vocabulary</b> L.3.4</p>	<ul style="list-style-type: none"> <li>Students sort academic and topical vocabulary, and analyze the words <i>academic</i> and <i>topical</i> to better understand where to record words in their vocabulary logs.</li> <li>ELLs complete the same activities as other students.</li> <li>Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

ALL 3M1 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 2	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 3</p> <p>ALL Block: Week 1, Day 1</p> <p><i>**Note: This ALL Block lesson assumes students have already chosen their independent research reading books, which happens in Unit 1, Lesson 2 of the module lessons.</i></p>	<p><b>Introduction to the Additional Language and Literacy Block</b></p> <p><b>Overview:</b> With teacher guidance, students are introduced to the ALL Block. They discuss its purpose and how it relates to the work they are doing in the module lessons. They also begin to discuss and practice some of the routines used in the ALL Block.</p> <p><b>Learning Target: I can explain the ALL Block and its purpose. (SL.3.1b)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block: Teacher Guide</li> <li>Group Work in the ALL Block poster</li> <li>Preparation for Poster Walk</li> <li>Directions for Poster Walk</li> <li>Signal card</li> </ul>	N/A	N/A

(continued)

ALL 3M1 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4  ALL Block: Week 1, Day 2	<b>Introduction to the Additional Language and Literacy Block</b> <b>Overview:</b> With teacher guidance, students are introduced to Independent Reading: Student Task Card and Text Share conversations. <b>Learning Target: I can listen carefully and ask questions of others about their free choice reading. (RI.3.10, RI.3.10, SL.3.1)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1, Day 2: Introduction to the Additional Language and Literacy Block: Teacher Guide</li> <li>Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card</li> </ul>	N/A	N/A
Lesson 5  ALL Block: Week 1, Day 3	<b>Introduction to the Additional Language and Literacy Block</b> <b>Overview:</b> With teacher guidance, students read the ALL Independent Group Work protocol for the gist and work in pairs to determine the meaning of unfamiliar vocabulary. <b>Learning Target: I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.3.4, L.3.4)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block: Teacher Guide</li> <li>ALL Independent Group Work protocol</li> </ul>	N/A	N/A

(continued)

ALL 3M1 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 6  ALL Block: Week 1, Day 4	<p><b>Introduction to the Additional Language and Literacy Block</b></p> <p><b>Overview:</b> With teacher guidance, students work in a small group to create a visual display showing the steps of the ALL Independent Group Work protocol.</p> <p><b>Learning Target: I can read an independent reading text with increasing stamina. (RI.3.10)</b></p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the Teacher-Guided Student Activity Card.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 1, Week 1, Day 4: Introduction to the Additional Language and Literacy Block: Teacher Guide</li> <li>Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Teacher-Guided Student Activity Card (●◆), (■), (▲)</li> </ul>	N/A	<p><b>Independent Reading</b></p> <p><b>Overview:</b> Students read their research reading texts independently.</p> <p><b>Learning Target: I can read my research reading text independently for 10 minutes. (RI.3.10)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>

(continued)



ALL 3M1 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7  ALL Block: Week 2, Day 1	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students sort academic and topical vocabulary words. <b>Learning Targets:</b> I can explain the difference between academic and topical vocabulary words. (L.3.4) I can sort academic and topical vocabulary words. (L.3.4) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■●◆), (▲)</li> <li>Vocabulary Word Sort</li> </ul>	N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read free choice texts for 5 minutes, respond to a reading prompt, and share their response with a partner. <b>Learning Targets:</b> I can read my free choice reading text independently for 5 minutes. (RL.3.10, RI.3.10) I can clearly explain my thinking to a partner. (SL.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2: Independent Reading: Student Task Card</li> </ul>
Lesson 8  ALL Block: Week 2, Day 2	<b>Word Study and Vocabulary</b> <b>Overview:</b> With teacher guidance, students analyze the meaning of the vocabulary word <i>academic</i> in their vocabulary logs. <b>Learning Target:</b> I can use my vocabulary log to analyze the meaning of a vocabulary word. (L.3.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 1, Week 2, Day 2: Word Study and Vocabulary: Teacher Guide</li> </ul>	N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Text Share conversation. They practice using the ALL Independent Group Work protocol. <b>Learning Target:</b> I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

(continued)

ALL 3M1 UNIT 1 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9  ALL Block: Week 2, Day 3	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> With teacher guidance, students analyze the meaning of the vocabulary word <i>topical</i> in their vocabulary log.</p> <p><b>Learning Target: I can use my vocabulary log to analyze the meaning of a vocabulary word. (L.3.4)</b></p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 1, Week 2, Day 3: Word Study and Vocabulary: Teacher Guide</li> </ul>	N/A	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to read for 5 minutes and respond to a reading prompt, and share their vocabulary logs. They practice using the ALL Independent Group Work protocol.</p> <p><b>Learning Targets: I can read my free choice reading text independently for 5 minutes. (RL.3.10, RI.3.10)</b></p> <p><b>I can identify and define new vocabulary words in my vocabulary log. (L.3.4)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>
Lesson 10  ALL Block: Week 2, Day 4	<p><b>Independent Reading</b></p> <p><b>Overview:</b> With teacher guidance, all students continue to read with increasing stamina and work with Student Task Card. With teacher modeling, they log their reading in their independent reading journals and add vocabulary to their vocabulary logs.</p> <p><b>Learning Target: I can read an independent reading text with increasing stamina. (RI.3.10)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 1, Week 2, Day 4: Independent Reading: Teacher Guide</li> </ul>	N/A	N/A
Lesson 11	<p><b>FLEX DAY</b></p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		

## Introduction to the Additional Language and Literacy Block

### Unit 1, Week 1, Day 1: Teacher Guide



#### Daily Learning Target

- I can explain the ALL Block and its purpose. (SL.3.1b)

#### Teaching Notes

- In this component, students are introduced to the ALL Block. They discuss its purpose and how it relates to the work they are doing in the module lessons. Students discuss and create signal cards for use during independent work, and they practice working independently by reading research texts (module-related) for 5 minutes. If students are familiar with EL Education's Grade 3 curriculum, consider how familiar they are with the ALL Block and reallocate class time spent introducing it as necessary.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only. In future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- It is assumed that classes will already have class norms in place, which students refer to before they participate in the Poster Walk.
- To more effectively debrief the Poster Walk, be sure to thoroughly familiarize yourself with the ALL Block routine.
- **Differentiation:** For students who require additional support, consider building independent reading stamina at a slower rate by requiring them to read for a shorter amount of time. Because much of this lesson is discussion-based, consider providing sentence stems for students to refer to during discussions, such as: "I think that this component of the ALL Block is ... because ..." For students who struggle to verbalize their thoughts, invite them to sketch. Point to the sketch and verbalize for them, inviting them to confirm and then repeat what you say.
- **In advance:**
  - Strategically group students for the Poster Walk. Consider grouping ELLs according to their home language.
  - Review the Directions for Poster Walk so you are familiar with what will be expected of students.
- **Prepare:**
  - Group Work in the ALL Block poster.
  - Posters for Poster Walk (see Preparation for Poster Walk in supporting materials).

#### Materials

- ✓ Group Work in the ALL Block poster (new; teacher-created; see supporting materials)
- ✓ Poster Walk posters (new; teacher-created; see supporting materials)
- ✓ Preparation for Poster Walk (for teacher reference)

- ✓ Directions for Poster Walk (one to display)
- ✓ Markers (five colors; one different-colored marker per group)
- ✓ Sticky notes (10 per group)
- ✓ Signal card (one per student and one to display)
- ✓ Red and green markers (one of each color per student)

### Whole Class Instruction (60 minutes)

- Tell students that today they will begin an exciting new part of their literacy instruction: the Additional Language and Literacy Block, or the ALL Block.
- Ask:
  - “What do you know about the word literacy?”*
- After providing some think time, select volunteers to share out.
- Tell students that in this block, they will practice skills from the module lessons; build their reading, writing, and speaking fluency; and independently read free choice texts and texts related to what they are learning about in the module lessons.
- Display the **Group Work in the ALL Block** poster.
- Ask:
  - “What can you infer, or figure out, from looking at these pictures about whom you will work with during the ALL Block?” (small group with teacher; small groups on their own; in pairs; independently)*
  - “Why do you think many U.S. classrooms invite students to work together in groups or on your own without the teacher?” (Responses will vary, but may include: because in real life outside of school there isn’t always a teacher, so it’s good to practice working through challenges independently with the help of others.)*
  - “What are some habits to keep in mind while you are working in small groups or on your own without teacher guidance?” (Refer to class norms.)*
  - “What do you need from everyone else to do your best work?” (Responses will vary.)*
  - “How can we listen to and include everyone’s ideas in our group?” (Responses will vary.)*
- Invite students to share their ideas with the class. Relate students’ ideas to class norms.
- Point out the **Poster Walk** posters around the classroom (prepared by the teacher in advance using the **Preparation for Poster Walk** document). Explain that each poster shows the name of a component of the ALL Block, a picture representing that component, and a short explanation of the component.
- Display and briefly review **Directions for Poster Walk**. Invite a volunteer to read aloud the directions for the whole group.
- Focus students on the question:
  - “What will you be doing in the ALL Block?”
- Move students into pre-determined groups and indicate at which poster each group will start.
- Distribute **markers** and **sticky notes** and invite students to choose one recorder for their group.

- Invite students to begin the Poster Walk.
- Circulate to support students as they work in groups, monitoring for text-based inferences. If necessary, gently point participants to interesting comments and inferences.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about each poster:

*Conversation Cue: “Can you give an example?” (Responses will vary.)*

*Conversation Cue: “Can you say more about that?” (Responses will vary.)*

- Ask questions to help students identify evidence from the poster to support their inferences. Tell students you will give them 30 seconds to think before they need to respond.

*“What makes you say that?”*

- Every 3 minutes, signal for groups to rotate.
- At the end of 15 minutes, invite students to go back to the poster where they began. Tell them they are going to read all the inferences and comments on their assigned poster to notice and wonder about what has been written.
- Invite each group to share out round-robin style:

*“What patterns or themes did you notice on your Poster Walk posters?” (Responses will vary, based on each poster.)*

- If productive, use Goal 1 Conversation Cues to encourage students to clarify and expand the conversation about each component:

*Conversation Cue: “So, do you mean...?” (Responses will vary.)*

*Conversation Cue: “Can you give an example?” (Responses will vary.)*

- As groups share, clarify the purpose and types of activities that will be completed for each component. To support ELLs, write and display the purpose and types of activity/material on each poster, and repeat and rephrase what you tell them.
- Invite students to Turn and Talk with a partner:

*“What were your challenges as you worked with your small group?”*

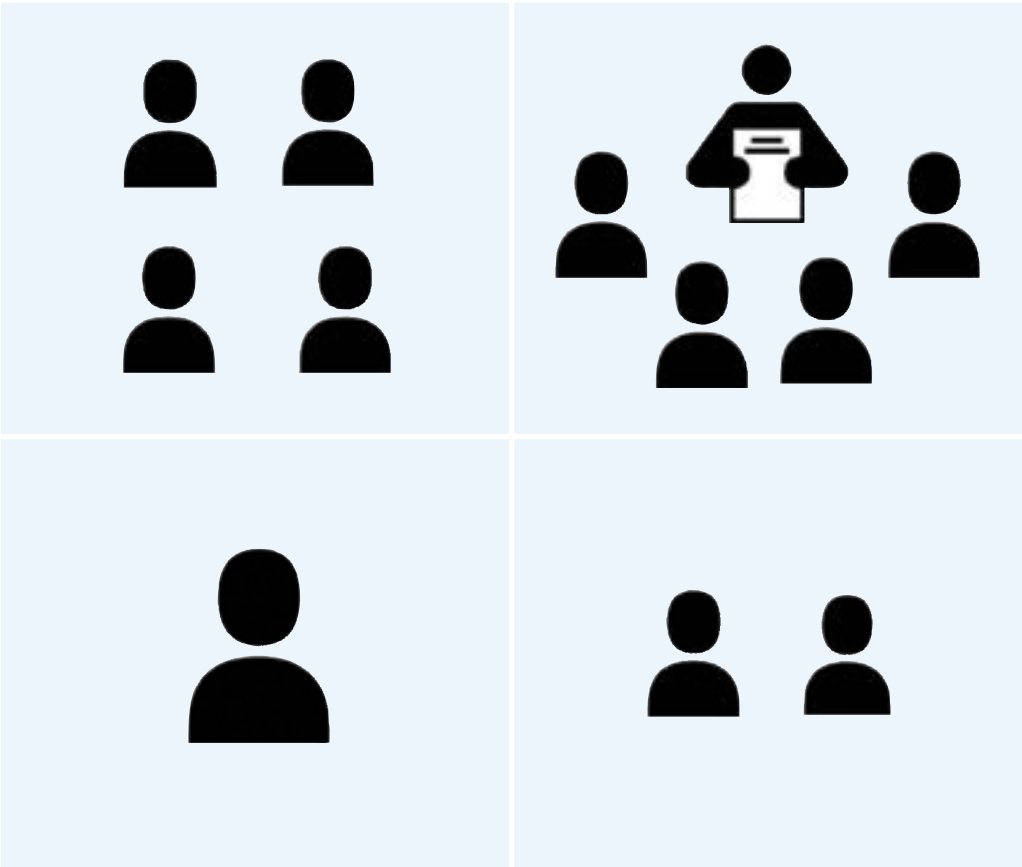
*“What were your successes?”*

- Give students specific, positive feedback on their small group work. Example: “I noticed (group) collaborating by taking turns talking and making sure everyone in the group had a chance to share their ideas.”
- Tell students that eventually, each week they will focus on three of the five components. Tell students that they will slowly build up to this routine over the next two units.
- Point out the posters for Additional Work with Complex Text (Poster 1) and Independent Reading (Poster 5) and explain that these will be the two components students practice this week.
- Distribute and display the signal card and invite students to Turn and Talk:

*“What might we use these cards for?” (to signal when we need help)*

- Distribute **red and green markers** and invite students to color each circle as labeled. Then invite students to fold the card along the dotted middle line. Tell students that the green side signals that they do *not* need help, and the red side signals that they *do* need help. Tell students they should flip the card to whichever side applies as they work, and that you will check in with them as needed.

Group Work in the ALL Block Poster



## Preparation for Poster Walk

*(For Teacher Reference)*

### Directions:

On a sheet of chart paper, create the posters according to the directions below. Post them around the classroom in advance of the lesson.

To create Poster 1, write and draw the following on a poster:

#### Poster Walk Poster 1



#### Additional Work with Complex Text

What is it?

- Rereading and analyzing complex texts from the module lessons
- Reading new texts about the module topic
- Practicing reading skills from the module lessons

What materials will I use?

- Student Task Card when working independently
- Teacher-Guided Student Activity Card when working with the teacher
- A copy of complex texts
- Paper
- Pencil

To create Poster 2, write and draw the following on a poster:

#### Poster Walk Poster 2



#### Word Study and Vocabulary

What is it?

- Working with academic vocabulary, or words that you hear in school or read in texts on any topic
- Thinking about parts of words and what they mean
- Thinking about how words are used in complex sentences

What materials will I use?

- Student Task Card when working independently
- Teacher-Guided Student Activity Card when working with the teacher
- A copy of complex texts
- Vocabulary log
- Pencil



To create Poster 3, write and draw the following on a poster:

**Poster Walk Poster 3**



**Writing Practice**

What is it?

- Developing the ability to write fluently about a topic
- Practicing writing skills from the module lessons

What materials will I use?

- Student Task Card when working independently
- Teacher-Guided Student Activity Card when working with the teacher
- Paper
- Pencil

To create Poster 4, write and draw the following on a poster:

**Poster Walk Poster 4**



**Reading and Speaking Fluency/GUM**

What is it?

- Reading aloud smoothly, with expression, and without making mistakes
- Practicing grammar skills from the module lessons

What materials will I use?

- Student Task Card when working independently
- Teacher-Guided Student Activity Card when working with the teacher
- Pencil
- A selection of texts from the module lessons

To create Poster 5, write and draw the following on a poster:

**Poster Walk Poster 5**



**Independent Reading**

What is it?

- Reading texts on your own
- Research reading or choice reading
- Responding to prompts about the text
- Sharing what you've learned from the text

What materials will I use?

- Independent reading research text
- Independent reading free choice text
- Student Task Card when working independently
- Teacher-Guided Student Activity Card when working with the teacher
- Pencil
- Independent reading journal
- Vocabulary log
- Independent Reading Prompt Bookmarks



## Directions for Poster Walk

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### Poster Walk Protocol

In this protocol, you will visit some posters with your group to answer a question.

### Discussion question:

What will you be doing in the ALL Block?

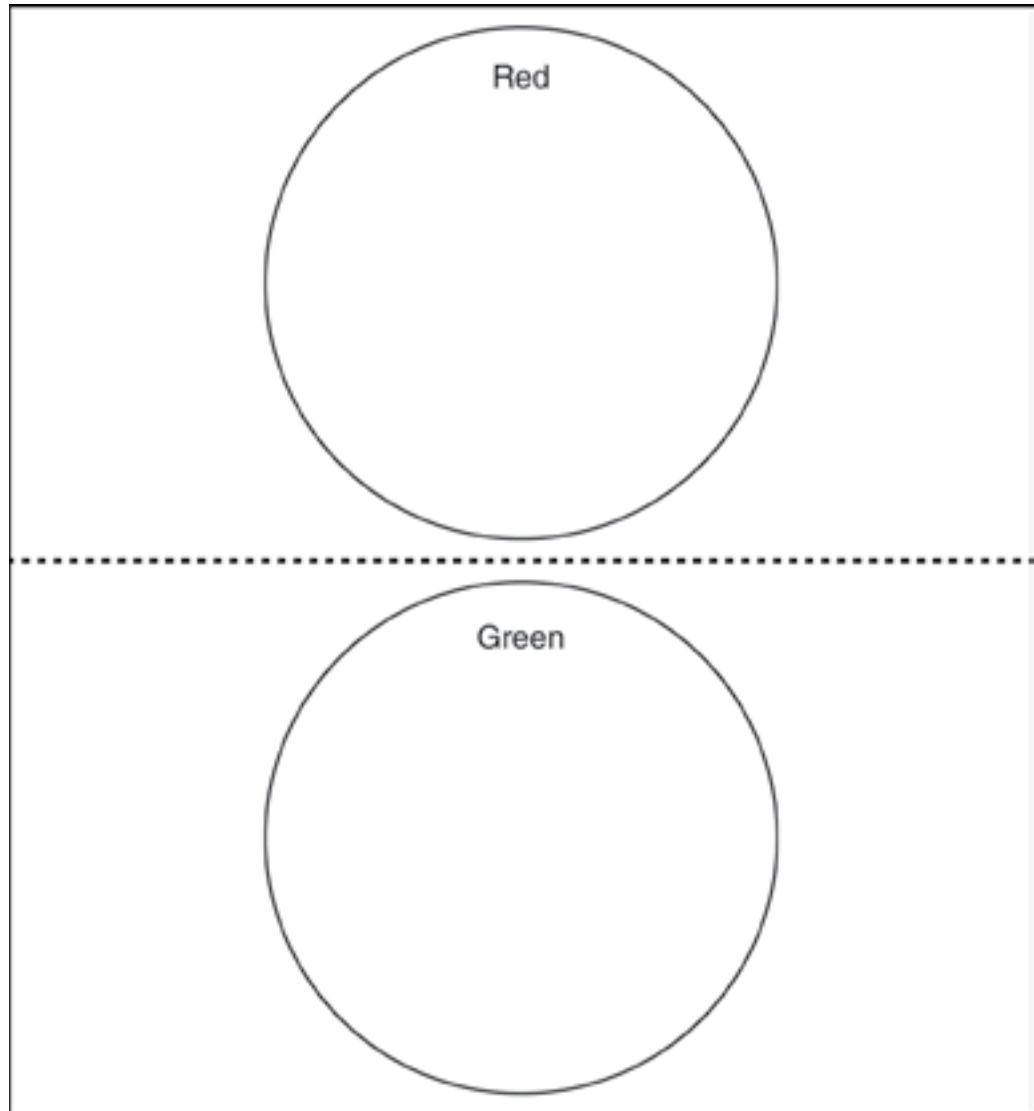
### Directions:

1. Look at the poster.
2. Discuss the question.
3. Record your response to the question on sticky notes and stick them on the poster.
4. Move to the next poster when your teacher gives a signal.
5. If another group has visited the poster before your group, read the sticky notes and respond to them.

## Signal Card

### Directions:

Print the following material and cut it out. Fold in half along the dotted middle line and attach back-to-back so the circles are showing when you flip the card over.



## Introduction to the Additional Language and Literacy Block

### Unit 1, Week 1, Day 2: Teacher Guide



#### Daily Learning Target

- I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)

#### Teaching Notes

- In this lesson, students learn more about the Independent Reading component, are introduced to Student Task Cards, and critique a Text Share conversation.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only and focuses on one component. In future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:** For students who may need additional support with participating in conversations, post sentence stems. (Examples: “We read independently because \_\_\_\_.” “I notice \_\_\_\_.” “I wonder \_\_\_\_.” “I observed that \_\_\_\_.”) For students who may need additional support with verbalizing their thoughts, invite them to sketch. Point to the sketch and verbalize for them, inviting them to confirm and then repeat what you say.
- **In advance:**
  - Approach three students to see if they are comfortable modeling the Text Share conversation. Consider joining the group and sharing information about your own free choice text.
  - Review the Back-to-Back and Face-to-Face protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

#### Materials

- ✓ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card (one per student and one to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)

#### Whole Class Instruction (60 minutes)

- Review the Daily Learning Target and discuss its meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.

- Ask:

*“What kinds of tasks will you be working on in the ALL Block?” (practicing skills from the module lessons; building reading, writing, and speaking fluency; and independently reading free choice texts and texts related to what we are learning about in the module lessons)*

- Direct students’ attention to **Poster Walk Poster 5**. Tell them that reading independently is an important part of the ALL Block, and every day they will have time to read independently in class.
- Remind students that they are reading independently for homework every night. They are reading a text of their choice and reading a research text that will help them learn more about overcoming challenges in access to education, books, and reading.
- Tell students they are going to share what they already know about independent reading using the Back-to-Back and Face-to-Face protocol.
- Have students find a partner and stand back-to-back with each other, being respectful of space.
- Ask students the following question and give them 30 seconds to consider how they will respond. For heavier support of ELLs, display, repeat, and rephrase the questions or write and think aloud sample responses or sentence frames on the board:

*“Why do you read a text independently? What is the purpose of independent reading?”*

- Invite students to turn face-to-face to share their responses.
- Have students repeat this process with new partners for each of the following questions:

*“What should you be doing during your reading time at home?”*

*“What are some challenges you encounter during independent reading time? How do you overcome those challenges?”*

*“What should you do if you start a text and it isn’t right for you?”*

- Circulate to listen in and take note of areas where students may need additional support.
- Ask students to return to their seats and select volunteers to share their answers for the last question:

*“What should you do if you start a text and it isn’t right for you?”*

- Ensure students understand that they may change texts if it is too hard for them to understand. However, if the text is just not interesting, they should give it a little more time because sometimes a text takes a little while to get interesting.
- Distribute and display the **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card**.
- Invite students to look at the task card and silently consider the following:

*“What are two notices and two wonders you have about the Student Task Card?”*

- For students who are unfamiliar with the notice and wonder routine, consider modeling one notice and one wonder. If students need more structure, consider asking them to annotate the task card with an “N” and “W.”
- Noticing and wondering can be cognitively and linguistically demanding. To ease the linguistic demands for ELLs, invite students to first notice and wonder in home language groups. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss whole class in English.

- After 2 minutes, invite students to share their notices and wonders with an elbow partner.
- Select volunteers to share out. Ensure students have noticed the learning targets for today, Day 3, and Day 4; a list of materials for today, Day 3, and Day 4; and the directions for today, Day 3, and Day 4. Ensure students understand that today is Day 2, so that will be the only work they focus on today. They will focus on Day 3 and Day 4 in later lessons.
- Emphasize that whenever they are not working with the teacher, students will follow a task card to work independently.
- Ask:
  - “What is the learning target for today?” (I can listen carefully and ask questions of others about their free choice reading.)*
  - “What materials do you need to complete the work today?” (free choice reading text)*
  - “What words in the directions are unfamiliar to you? Can someone explain what they mean?” (Responses will vary.)*
- Point out the phrase “ALL Independent Group Work protocol” on the task card. Tell students that for this lesson they are to ignore this, but they will learn more about it later in the week. Today, students will observe a Text Share conversation. As they watch, they will take note of two things the model Text Share group does well and one thing they could do to improve.
- Direct students’ attention to the **Group Work in the ALL Block poster** and explain that a Text Share conversation is something they will do often in a small group without the teacher.
- Arrange students modeling the Text Share in a triad in the front of the room and support facilitation of the Text Share:
  - Ask the triad to choose a facilitator and timekeeper. Tell the timekeeper that each person in the group will have 2 minutes to share information about his or her text.
  - Invite the facilitator to begin sharing.
  - Invite group members to ask questions.
  - After everyone in the triad has shared, thank them for participating and invite them to return to their seats.
- Ask students who observed the model Text Share group to Turn and Talk with an elbow partner. For heavier support, invite ELLs to talk first in home language groups if they desire, or invite them to begin by sketching their ideas.
  - “What did you notice about the Text Share?” (Responses will vary, but may include: It’s important to stay on time; a summary should be brief but long enough that someone can ask a question; group members should listen respectfully.)*
- Invite volunteers to share out.
- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about good habits in group work:
  - Conversation Cue: “So, do you mean...?” (Responses will vary.)*
- Ask:
  - “What did we learn today about independent reading?”*
- As students share out, capture their responses on Poster Walk Poster 5.
- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about the summary:
  - Conversation Cue: “So, do you mean...?” (Responses will vary.)*

## Introduction to the Additional Language and Literacy Block



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

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

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



### Daily Learning Targets

#### Day 2:

- I can listen carefully and ask questions of others about their free choice reading. (RI.3.10, RI.3.10, SL.3.1)

#### Day 3:

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

#### Day 4:

- I can draw an illustration using details from the text. (RI.3.1)
- I can read my research reading text independently for 10 minutes. (RI.3.10)

### Student Materials

#### Day 2:

- ☒ Free choice reading text

#### Day 3:

- ☒ ALL Independent Group Work protocol
- ☒ Signal cards
- ☒ Online or paper translation dictionary

#### Day 4:

- ☒ Research reading text
- ☒ Paper
- ☒ Crayons, markers, or colored pencils (class set)

**Directions:**

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

---

**Day 2**

Text Share:

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

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

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

---

**Day 3****Directions:**

Work with your partner to answer the vocabulary questions below. For these questions, you will underline the definition that best matches the meaning of the word as it is used in the ALL Independent Group Work protocol.

1. Example. **facilitator:**
  - A. someone who helps the group get its work done
  - B. someone who does all the work for a group
2. **protocol:**
  - A. an original draft, copy, or record of an agreement
  - B. the proper or agreed-upon way of doing something

3. **independently:**

- A. not ruled by another person or government
- B. without the direction of a teacher

4. **timekeeper:**

- A. someone who keeps track of the time during an activity
- B. a watch or clock; a timepiece

5. **allocate:**

- A. to give out according to a plan
- B. to assign a job

**MORE CHALLENGE:**

If you finish early, make up a sentence using as many of the words in bold as you can. Write the sentence on the back of this task card.

All definitions from <https://www.wordsmyth.net>

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**Day 4**

You will act as your own timekeeper and facilitator.

1. Read your research reading text independently for 10 minutes until the timer goes off.
2. Respond to this prompt on a piece of blank paper:
  - a. Draw and label a picture about the text you read.
3. Share your work with a partner:
  - a. Move to sit with a partner.
  - b. Label yourselves A and B.
  - c. Partner A explains his or her drawing to partner B for 1 minute. ("My picture is about \_\_\_\_." "This part of the picture shows \_\_\_\_.")
  - d. Switch roles.
4. When the teacher indicates it's time, repeat steps 1–3 and share with a new partner.



## Introduction to the Additional Language and Literacy Block



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

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#### Daily Learning Targets

**Day 2:**

- I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)

**Day 3:**

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

**Day 4:**

- I can draw an illustration using details from the text. (RI.3.1)
- I can read my research reading text independently for 10 minutes. (RI.3.10)

#### Student Materials

**Day 2:**

- ☒ Free choice reading text

**Day 3:**

- ☒ ALL Independent Group Work protocol
- ☒ Signal cards
- ☒ Online or paper translation dictionary

**Day 4:**

- ☒ Research reading text
- ☒ Paper
- ☒ Crayons, markers, or colored pencils (class set)

**Directions:**

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

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**Day 2**

Text Share:

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

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

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

---

**Day 3**

**Directions:**

Work with your partner to answer the vocabulary questions below. For these questions, you will underline the definition that best matches the meaning of the word as it is used in the ALL Independent Group Work protocol.

1. Example. **facilitator**:
  - A. someone who helps the group get its work done
  - B. someone who does all the work for a group
2. **protocol**:
  - A. an original draft, copy, or record of an agreement
  - B. the proper or agreed-upon way of doing something

3. **independently:**

- A. not ruled by another person or government
- B. without the direction of a teacher

4. **timekeeper:**

- A. someone who keeps track of the time during an activity
- B. a watch or clock; a timepiece

5. **allocate:**

- A. to give out according to a plan
- B. to assign a job

**MORE CHALLENGE:**

If you finish early, make up a sentence using as many of the words in bold as you can. Write the sentence on the back of this task card.

All definitions from <https://www.wordsmyth.net>

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**Day 4**

You will act as your own timekeeper and facilitator.

1. Read your research reading text independently for 10 minutes until the timer goes off.
2. Respond to this prompt on a piece of blank paper:
  - a. Draw and label a picture about the text you read.
3. Share your work with a partner:
  - a. Move to sit with a partner.
  - b. Label yourselves A and B.
  - c. Partner A explains his or her drawing to partner B for 1 minute. ("My picture is about \_\_\_\_." "This part of the picture shows \_\_\_\_.")
  - d. Switch roles.
4. When the teacher indicates it's time, repeat steps 1–3 and share with a new partner.

## Introduction to the Additional Language and Literacy Block

### Unit 1, Week 1, Day 3: Teacher Guide



#### Daily Learning Target

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

#### Teaching Notes

- In this lesson, students work with an Additional Work with Complex Text component. The complex text they work with is the ALL Independent Group Work protocol. First, students review the ALL Block and its purpose. They develop norms for supporting peers during the ALL Block, specifically discussing what it means to coach a peer and how to facilitate a small group. Students continue to practice some of the routines used in the ALL Block. They then work in small groups to read the ALL Independent Group Work protocol for gist and to determine the meaning of unfamiliar vocabulary.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only and focuses on one component. In future ALL Block lessons, the teacher will lead only small group instruction and students will work with multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:**
  - For students who may need additional support with participating in conversations, post sentence stems. (Examples: “We read independently because \_\_\_\_.” “I notice \_\_\_\_.” “I wonder \_\_\_\_.” “I observed that \_\_\_\_.”) For students who may need additional support with verbalizing their thoughts, invite them to sketch. Point to the sketch and verbalize for them, inviting them to confirm and then repeat what you say.
- **In advance:**
  - Strategically pair students.

#### Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (one per student)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card (from Unit 1, Week 1, Day 2: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 1, Week 1, Day 3: Student Task Card (answers for teacher reference)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Chart paper (one piece)

- ✓ Supporting Peers anchor chart (co-created during lesson)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)

### Whole Class Instruction (60 minutes)

- Review the Daily Learning Target and discuss its meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block. Point out the **Poster Walk posters**.
- Ask:
  - “What kinds of tasks will you be working on in the ALL Block?” (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning about in the module lessons)*
  - “What are the components of the ALL Block?” (Additional Work with Complex Text, Word Study and Vocabulary, Writing Practice, Reading and Speaking Fluency/GUM, and Independent Reading. Review the Poster Walk posters as necessary.)*
  - “What did you learn about the Independent Reading component in the previous lesson?” (Responses will vary, but may include: Sometimes we will discuss the texts we are reading.)*
- Tell students that today they will practice working in small groups as part of the Additional Work with Complex Text component (Poster 1).
- Move students into pre-determined pairs.
- Distribute the **ALL Independent Group Work protocol** handouts to each student.
- Tell students this is a complex text that tells more about how they will complete group work during the ALL Block. Invite students to follow along, reading silently in their heads as you read the protocol aloud.
- Turn and Talk:
  - “What is the gist of the protocol, or what is it mostly about?” (It is a set of directions explaining how to work through a task card in a group without the teacher.)*
- Invite students to work with an elbow partner to think of and draw appropriate symbols or pictures next to each instruction to help them remember what to do.
- Tell students they will now use a task card to think more deeply about some of the vocabulary in this text.
- Invite students to retrieve their **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card**.
- Briefly review the parts of the task card by asking students to put their finger on each part for today (i.e., the learning target for Day 3, the materials needed for Day 3, and the directions for Day 3).
- Direct students’ attention to the **Group Work in the ALL Block poster** and tell students that when they work in small groups without the teacher, they will be working without teacher guidance.

- Remind students that they all have different strengths and areas of challenge. Tell them that as a result, they might find themselves coaching, or helping or supporting, someone in their group.
- Invite students to Think-Pair-Share, ensuring both partners have time to think, each gets to ask the question aloud to the other, and both have an allocated time to share their responses with the whole group:

*“What might it look like or sound like when you are helping a peer? Getting help from a peer?” (Responses will vary, but may include: The student coach isn’t doing the work for the peer; the student coaching is asking the peer questions to help instead of saying exactly what to do, or the student receiving help is persevering even if the work is hard.)*

- As students share out, capture their responses on **chart paper** to under the heading “Peer Coaching.” This will be the **Supporting Peers anchor chart**.
- Tell students they will now practice following these criteria for success to work with their partner to complete the directions on their task card.
- Read the directions and talk through the example.
- Remind students to use their **signal cards** if they need help.
- Invite students to begin working with their partners.
- After 10 minutes, refocus whole group and debrief answers to the task cards. Refer to **Unit 1, Week 1, Day 3: Student Task Card (answers for teacher reference)**.
- Ask a few student volunteers to sum up what the class learned today about the ALL Block and group work. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the summary:

*Conversation Cue: “Can you say more about that?” (Responses will vary.)*

## ALL Independent Group Work Protocol

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

Follow this protocol when you are working **independently** (not working with the teacher).

4 minutes:

1. Group: **Allocate** a facilitator and timekeeper.
2. **Facilitator:** Invite a volunteer to read the task card to the group, beginning with the learning target(s).
3. Facilitator: Ask the group, "Do you understand? Do you have questions?"
4. Group: Work together to help each other understand what to do.
5. Facilitator: If the group needs teacher help, show red on the signal card.

14 minutes:

1. **Timekeeper:** Set a 14-minute timer.
2. Group: Follow the directions on your task card. Aim to finish the work for that day in the time provided.
3. If you're waiting for the teacher for help: 1) do what you can on your own; or 2) read your independent reading text.

2 minutes:

1. Facilitator: Invite the group to turn to an elbow partner to share:
  - a. One thing they have learned
  - b. How their work connects to the module lessons

## Introduction to the Additional Language and Literacy Block

### Unit 1, Week 1, Day 4: Teacher Guide



#### Daily Learning Target

- I can draw an illustration using details from the text. (RI.3.1)

#### Teaching Notes

- In this component, students work in a small group with teacher guidance to do additional work with the ALL Independent Group Work protocol, a complex text.
- Because students are learning the routines and components of the ALL Block, this lesson contains 15 minutes of whole class instruction (10 minutes at the beginning and 5 minutes at the end). This means the teacher meets with each small group for only 15 minutes.
- When students are not meeting with the teacher, they should read independently. In this lesson, reading time ends up being about 30 minutes. Preview Day 4 on the Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always Independent Reading. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:**
  - Teacher-Guided Student Activity Cards are differentiated with symbols.
  - To prepare for the week, assign students to one of four levels (ELLs, below grade level, on grade level, above grade level). Note that, as explained in the Unit Overview, students leveled ● and ◆ are grouped together to work on the same Teacher-Guided Student Activity Cards. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
- For students who require additional support, consider building reading stamina at a slower rate by requiring them to read for a shorter amount of time.
- **In advance:**
  - Intentionally group students for the small group instruction time for today.

#### Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Supporting Peers anchor chart (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)



- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card (from Unit 1, Week 1, Day 2: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Research reading text (one per student)
- ✓ Timer (one; used by the teacher to help students independently reading keep on task)
- ✓ Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Teacher-Guided Student Activity Card (one per student)
- ✓ Paper (blank; one piece per student)
- ✓ Crayons, markers, or colored pencils (class set; for students to use to make illustrations)

### Whole Class Instruction (10 minutes)

- Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Ask:
  - “What kinds of tasks will you be working on in the ALL Block?” (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)*
- Direct students’ attention to the **Poster Walk posters** and briefly review the components.
- Tell students that today they will learn more about how time is split in the ALL Block.
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher for the Additional Work with Complex Text component, practicing reading independently when they are not working with the teacher, and talking with a partner about their independent reading text.
- Direct students’ attention to the **Supporting Peers anchor chart** and review it with them. Encourage students to keep these criteria in mind as they work with their classmates in small groups and pairs. Invite students to silently commit to one criterion in particular that they will work very hard to keep in mind.
- Direct students’ attention to Poster 1 and focus students on the phrase:
  - “Rereading and analyzing complex texts”
- Turn and Talk:
  - “Why do we reread complex texts?” (to keep digging deeper to better understand the meaning of the text)*
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the purpose of rereading:
  - Conversation Cue: “Can you say more about that?” (Responses will vary.)*
- Tell students that today they will be rereading the complex text they read on Day 3: the ALL Independent Group Work protocol.

- Tell students that today, when not working with the teacher, they will also practice working on their own and with a partner. Invite them to retrieve their **ALL Independent Group Work protocol** handout.
- Invite students to retrieve their **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Student Task Card** and briefly review the parts of the task card by asking students to put their finger on each part for today (i.e., the target for Day 4, the materials needed for Day 4, and the directions for Day 4). Chorally read the directions aloud. Clarify steps 1–3 and tell students they will have a chance to repeat this process with two different partners while you meet with small groups. Explain that you will help them keep track of time by setting a timer.
- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **research reading texts**.
- Help students monitor their time by setting a **timer** as they read and discuss. Remind students to repeat steps 1–3 with a new partner after about 15 minutes.

### ■ ● ◆ ▲ Small Group Instruction: Additional Work with Complex Text (15 minutes, repeated three times)

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting the members to bring their signal cards and ALL Independent Group Work protocol handout with them.
- Distribute the **Unit 1, Week 1: Introduction to the Additional Language and Literacy Block: Teacher-Guided Student Activity Card**.
- Focus students on the Daily Learning Target section at the top of the activity card. Display and discuss the meaning of learning target for this lesson. Tell students they will work together to draw pictures of each step in the ALL Independent Group Work protocol. Emphasize that these pictures will help the class remember the steps of the protocol.
- Focus students on the materials section on their activity card. Distribute **paper** and **crayons, markers, or colored pencils**. Prompt students to check that they have all the materials listed in the box.
- Focus students on the directions on the activity card. Remind them that this is where they will find the directions for the activities they need to complete. Point out that today you will help them complete these activities.
- Student Activity Cards are differentiated. Review and discuss the directions on the appropriate card with each group.
- Give each student the number of a step in the ALL Independent Group Work protocol that he or she should illustrate. In order to ensure that all steps are covered, consider asking more capable students to illustrate more than one step and letting students who need more support work in pairs.
- Circulate, ensuring that students understand the step they are illustrating and produce a simple but clear illustration of the step.
- Refocus small group and invite students to assemble their illustrations in order and then number them.
- Orally review the steps of the ALL Independent Group Work protocol.

**Whole Class Instruction: Celebrating Independent Group Work (5 minutes)**

- Turn and Talk:

*“What is one thing you or someone you worked with did well?” (Responses will vary.)*

- Invite students to share out their successes.
- Give students specific, positive feedback regarding their group work today. (Example: “I noticed James take responsibility for his work and actions by asking questions when he didn’t understand.”)

## Introduction to the Additional Language and Literacy Block



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

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



#### Daily Learning Target

- I can draw an illustration using details from the text. (RI.3.1)

#### Student Materials

- ☒ ALL Independent Group Work protocol
- ☒ Crayons, markers, or colored pencils (class set)
- ☒ Paper

#### Directions:

Your teacher will act as a timekeeper and facilitator for this activity.

Together, your group will create a display showing each step in the ALL Independent Group Work protocol. This display will help the class remember what to do during the ALL Block. Follow the directions below.

1. Your teacher will tell you which step you will be illustrating. Write the number of the step at the top of your drawing paper.
2. Carefully reread the step you will draw. Copy the step at the bottom of your drawing paper. Ask a group member or the teacher if you need help understanding the step.
3. Draw a picture to clearly illustrate the step.
4. With your group, assemble your pictures in order and review the steps of the protocol.

#### MORE CHALLENGE:

Ask the teacher if there are additional steps to illustrate, or add more detail to your picture.

## Introduction to the Additional Language and Literacy Block



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

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



#### Daily Learning Target

- I can draw an illustration using details from the text. (RI.3.1)

#### Student Materials

- ☒ ALL Independent Group Work protocol
- ☒ Crayons, markers, or colored pencils (class set)
- ☒ Paper

#### Directions:

Your teacher will act as a timekeeper and facilitator for this activity.

Together, your group will create a display showing each step in the ALL Independent Group Work protocol. This display will help the class remember what to do during the ALL Block. Follow the directions below.

1. Your teacher will tell you which step you will be illustrating. Write the number of the step at the top of your drawing paper.
2. Follow along as your teacher rereads the ALL Independent Group Work protocol.
3. Turn and talk with a partner about the step you are going to illustrate.
4. Draw a picture to clearly illustrate the step.
5. When prompted by the teacher, share your pictures with the group and review the steps of the protocol.

## Introduction to the Additional Language and Literacy Block



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

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



#### Daily Learning Target

- I can draw an illustration using details from the text. (RI.3.1)

#### Student Materials

- ☒ ALL Independent Group Work protocol
- ☒ Crayons, markers, or colored pencils
- ☒ Paper

#### Directions:

Your teacher will act as a timekeeper and facilitator for this activity.

Together, your group will create a display showing each step in the ALL Independent Group Work protocol. This display will help the class remember what to do during the ALL Block. Follow the directions below.

1. Your teacher will tell you which step you will be illustrating. Write the number of the step at the top of your drawing paper.
2. Follow along as your teacher rereads the ALL Independent Group Work protocol.
3. Identify any unfamiliar words you want to discuss with the group.
4. Turn and talk with a partner about the step you are going to illustrate.
5. Draw a picture to clearly illustrate the step.
6. When prompted by the teacher, share your pictures with the group and review the steps of the protocol.



## Word Study and Vocabulary

### Unit 1, Week 2, Day 1: Teacher Guide



#### Daily Learning Targets

- I can explain the difference between academic and topical vocabulary words. (L.3.4)
- I can sort academic and topical vocabulary words. (L.3.4)

#### Teaching Notes

- In this lesson, students review the difference between academic and topical vocabulary words and sort them to demonstrate their understanding. This helps students determine where to record new words in their vocabulary log (academic words in the front; topical words in the back) and helps them continue to differentiate between words that they will encounter across academic genres and words they will encounter within specific topics.
- In this lesson, students work with the teacher in differentiated groups. Preview the Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card, consider student needs, and form groups accordingly for the week. See the suggested grouping on the Unit Overview.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- When students are not meeting with the teacher, they should work with their independent reading text. In this lesson, this time ends up being about 30 minutes. Preview the Unit 1, Week 2: Independent Reading: Student Task Card for Day 1. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- **Differentiation:** Students will need varying degrees of support with this task. Some may need to work with fewer words and complete the activity with teacher guidance throughout, while others may be able to complete this task independently. Students who need lighter support could extend their learning by finding or writing “showing sentences” with the vocabulary words. See the Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.
- **In advance:**
  - The Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲) has been differentiated for ELLs. Consider placing ELLs who need less support in one of the other student groups.
- **Prepare:**
  - Vocabulary Word Sort by copying and cutting out the words for students to sort (see Differentiation for ways to differentiate the materials). Note that the Vocabulary Word Sort page in the supporting materials also serves as the answer key.
  - Unit 1, Week 2: Independent Reading: Student Task Card.



### Materials

- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Poster Walk Poster 2 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Free choice reading text (one per student)
- ✓ Timer (one; used by the teacher to help students independently reading keep on task)
- ✓ Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Vocabulary Word Sort (one set per student)

### Whole Class Instruction: Introducing Word Study and Vocabulary (10 minutes)

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Tell students that today they will learn more about how time is split in the ALL Block. Direct students' attention to **Group Work in the ALL Block poster**. Tell students that this week they will work in small groups with the teacher working with vocabulary, practicing reading independently when they are not working with the teacher, and talking with a partner about their independent reading text.
- Direct students' attention to the **Supporting Peers anchor chart** and select a volunteer to read the criteria. Tell students that today they must keep these criteria in mind as they work with their classmates in small groups and pairs.
- Using a total participation technique, invite responses from the group:
 

***“What kinds of tasks will you be working on in the ALL Block?” (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)***
- Direct students' attention to **Poster Walk Poster 2** and point out the phrase “working with academic vocabulary.”
- Tell students that today they will be working within the Word Study and Vocabulary component, and this week they will think a lot about the phrase *academic vocabulary*.
- Turn and Talk (ELLs may use their **online or paper translation dictionary** if necessary):
 

***“What do you know about the word academic?”***
- Ask for volunteers to share out what they know about this word, but do not define *academic* at this time.



- Distribute the **Unit 1, Week 2: Independent Reading: Student Task Card** and orient students to their task card by asking them to put their finger on the targets, the materials, and the directions. Point out that this is very similar to the task card they completed last week. Chorally read the directions aloud. Clarify steps 1–3 and tell students they will have a chance to repeat this process with two partners while the teacher meets with small groups.
- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **free choice reading texts**.
- Help students monitor their time by setting a timer as they read and discuss, and indicate when it is time to change partners.

■●◆▲ **Small Group Instruction: Introducing Word Study and Vocabulary**  
(15 minutes, repeated three times)

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting them to bring their signal cards with them. Distribute the **Unit 1, Week 2, Day 1: Word Study and Vocabulary: Teacher-Guided Student Activity Card**.
- Distribute the **Vocabulary Word Sort**.
- Read the two definition labels and invite students to put those at the top of their table, like column headers, so that they can organize the rest of the words underneath.
- Explain that some of the words they have are *academic* words and some are *topical* words.
- Invite volunteers to help you provide an example of each: tadpoles (topical) and challenges (academic). Explain that you would normally find *tadpoles* in a text on the topic of frogs, but you could find the word *challenges* in a text on any topic.
- Invite students to begin sorting their words. Some students may need modifications to be successful with this activity: Consider reading each word and discussing what it means before students sort the words or giving students fewer words to work with (e.g., three or four words from each category). It may be helpful to ELLs to sketch the meaning of the words, use their online or paper translation dictionary, or begin by discussing the sorting activity with a partner who shares their home language.
- As students finish, invite them to practice using the words in a sentence.
- Once all students have finished, refocus small group and display the answer key. Invite students to check their sorting.
- Turn and Talk:
 

*“How did you figure out which word was academic and which word was topical?”  
(Responses will vary, but may include: I thought about words I hear a lot in school and decided those were academic.)*
- Select volunteers to share with the group.
- If productive, use a Goal 1 Conversation Cue to encourage students to clarify the conversation about differentiating academic and topical words.
 

*Conversation Cue: “So, do you mean...?” (Responses will vary.)*
- Note: As students rotate groups, remind students working on the Unit 1, Week 2: Independent Reading: Student Task Card to switch partners.

### Whole Class Instruction: Reflecting on Learning (5 minutes)

- Direct students' attention to the Supporting Peers anchor chart.
- Turn and Talk:

***“What is one criterion for success that you did well with today?” (Responses will vary.)***

- Invite students to share out their successes.
- Give students specific, positive feedback regarding their group work today.



## Word Study and Vocabulary



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

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



#### Daily Learning Targets

- I can explain the difference between academic and topical vocabulary words. (L.3.4)
- I can sort academic and topical vocabulary words. (L.3.4)

#### Student Materials

- ☒ Vocabulary Word Sort

#### Directions:

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

1. Read through the words in the Vocabulary Word Sort.
2. Separate words into two piles—one for "academic" words and one for "topical" words.
3. When the teacher indicates it's time, compare your piles with those of a partner and discuss any differences. Re-sort if needed.
4. When the teacher reveals the answer key, compare your piles to the answer key and explain any differences you see to your group.

#### MORE CHALLENGE:

Use each word in a sentence.



## Word Study and Vocabulary



### Unit 1, Week 2, Day 1: Teacher-Guided Student Activity Card (A)

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



#### Daily Learning Targets

- I can explain the difference between academic and topical vocabulary words. (L.3.4)
- I can sort academic and topical vocabulary words. (L.3.4)

#### Student Materials

- ☒ Vocabulary Word Sort

#### Directions:

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

1. Read through the words in the Vocabulary Word Sort.
2. Identify any words you don't know and discuss the meaning with your group.
3. Separate words into two piles—one for "academic" words and one for "topical" words.
4. Choose two words to explain to your group. ("This is an academic word because \_\_\_\_." or "This is a topical word because \_\_\_\_.")
5. When the teacher reveals the answer key, compare your piles to the answer key.



## Word Study and Vocabulary



### Unit 1, Week 2, Day 1: Vocabulary Word Sort

#### Directions:

Cut along the dotted lines to create individual cards for each word. Note that this page also serves as the answer key.

<b>Academic Vocabulary: Words you might find in informational texts on many different topics</b>	<b>Topical Vocabulary: Words about a particular topic</b>
Challenges	tadpoles
Question	cats
Organize	peanut
Introduce	ballet
Understand	carrot
Identify	leaves
Explain	football
Information	sapling



## Independent Reading



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

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

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



### Daily Learning Targets

#### Day 1:

- I can read my free choice reading text independently for 5 minutes. (RL.3.10, RI.3.10)
- I can clearly explain my thinking to a partner. (SL.3.1)

#### Day 2:

- I can listen carefully and ask questions of others about their free choice reading. (RL.3.10, RI.3.10, SL.3.1)

#### Day 3:

- I can read my free choice reading text independently for 5 minutes. (RL.3.10, RI.3.10)
- I can identify and define new vocabulary words in my vocabulary log. (L.3.4)

#### Day 4:

- I can read an independent reading text with increasing stamina. (RI.3.10)

### Student Materials

#### Day 1:

- ☒ Free choice reading text
- ☒ Lined paper

#### Day 2:

- ☒ Free choice reading text

#### Day 3:

- ☒ Free choice reading text
- ☒ Vocabulary log

#### Day 4:

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

**Directions:****Day 1**

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

1. Read your free choice reading text for 5 minutes.
2. Respond to this prompt:  
Choose one sentence in your text and write it in your own words. If you have time, choose and rewrite a second sentence.

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3. Find a partner to share your sentences with:
  - a. Label yourselves A and B.
  - b. Partner A read the sentence in the text.
  - c. Partner A read the sentence you wrote.
  - d. Partner A explain how you wrote it.
  - e. Partner B repeat steps 2–4.
4. When the teacher tells you, repeat steps 1–3 with a new partner.

**Day 2**

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

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
  - a. Pass your free choice reading text around the group.
  - b. Describe it in three sentences or less.

- c. Share your opinion of the text. Use the sentence frames to help you:
  - "One thing I like is \_\_\_\_\_. For example, \_\_\_\_\_."
  - "One thing I don't like is \_\_\_\_\_. For example, \_\_\_\_\_."

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

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

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### **Day 3**

Get into groups of four or five.

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

- 1. Read your free choice reading text independently for 5 minutes.
- 2. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and topical vocabulary in the back.
- 3. With the group, share one new word you learned and how you figured out its meaning. If you couldn't figure out the meaning of the word, invite the group to help you.
- 4. Repeat steps 1–3. Be sure to choose new vocabulary words.
- 5. If time remains, choose from the following:
  - a. Compare your vocabulary log with a partner's to make sure you both understand how to use it.
  - b. Continue to read your free choice reading text.
  - c. Partner read with someone in your group.
  - d. Try out a different text.



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**Day 4**

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

1. Read your research reading text for 7 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 vocabulary in the back.
4. Respond to this prompt in your independent reading journal:
  - a. What strategies did you use to stay focused on your text while you were reading? How successful were you? What strategies will you use next time you read independently? Why?



## Word Study and Vocabulary

### Unit 1, Week 2, Day 2: Teacher Guide



#### Daily Learning Target

- I can use my vocabulary log to analyze the meaning of a vocabulary word. (L.3.4)

#### Teaching Notes

- In this lesson, students focus on the word *academic* because they encounter it frequently through their vocabulary work. They practice using the word and analyze it using their vocabulary log to gain a deeper understanding of it and how to use it.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- When students are not meeting with the teacher, they work with their independent reading text. In this lesson, this time is spent on a Text Share and it ends up being about 30 minutes. Preview the Unit 1, Week 2: Independent Reading: Student Task Card. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- **Differentiation:** Students who need heavier support can sketch the information required in their vocabulary log. They can write in words or phrases when they find time later. Depending on how many students demonstrated understanding of the words *academic* and *topical* on Day 1, consider revising the groups. Students more familiar with the words can spend more time using them in sentences and less time on the definition and pronunciation.
- **In advance:**
  - Rearrange student groups formed for Week 2, Day 1 as needed.

#### Materials

- ✓ Poster Walk posters 2 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Vocabulary logs (from Unit 1, Lesson 5 module lesson; one per student)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Unit 1, Week 2, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)

- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Free choice reading text (one per student)
- ✓ Chart paper (optional; one piece; used by the teacher during small group instruction)
- ✓ Dictionary (one per pair)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Lined paper (optional; one piece per student)

### **Whole Class Instruction: Introducing Learning Target and Tasks (10 minutes)**

- Display and discuss the Daily Learning Target. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Direct students' attention to **Poster Walk posters 2 and 5** and explain that today they will continue to work on the Word Study and Vocabulary component and the Independent Reading component of the ALL Block. They will work in small groups with the teacher, read independently, and share with a partner.
- Direct students' attention to **Group Work in the ALL Block poster** and the **Supporting Peers anchor chart** and ask a student to read the criteria. Tell students they must keep these norms in mind today as they work with their classmates in small groups and pairs. Invite students to silently commit to one that they will work very hard to keep in mind.
- Invite students to retrieve their **vocabulary logs**.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** and chorally read the directions aloud. Clarify that this time, they will meet with their small group to complete the task card. Remind them they saw a Text Share conversation modeled in Week 1. Tell students their shares may be interrupted because they will be meeting with the teacher in small groups, but they should still complete the share even if it is interrupted briefly.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout and review.
- Invite students to take out their **signal cards** and review how to use them.
- Invite students to retrieve their **free choice reading texts** and arrange themselves into their small groups.

### **■●◆▲ Small Group Instruction: Defining Academic Vocabulary in Vocabulary Logs (15 minutes, repeated three times)**

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting the members to bring their signal cards with them.
- Write the following on the board or on **chart paper**. Invite students to follow along, reading silently in their heads as you read the definition aloud:
  - “Academic Vocabulary: Words you might find in informational texts on many different topics.”

- Invite students to silently think about how they could restate this in their own words.
- Focus students on the underlined word, *academic*. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and invite students to clap the syllables with you as you say each part. Then invite students to say and clap the syllables chorally without you. Indicate which syllable is stressed by saying it more loudly than the other syllables. This may be particularly supportive for ELLs, because their home language may follow stress patterns that are different from those in English.
- Turn and Talk (using a **dictionary** or **online or paper translation dictionary** as necessary):
  - “What does the word academic mean?” (relating to education)*
  - “Now that you know what academic means, what do you think academic vocabulary means? Where might you encounter academic vocabulary?” (Academic means having to do with education, so academic vocabulary means words used in educational settings. I may encounter academic vocabulary in informational texts because they are often educational.)*
- Write a definition of the word that students can understand on the board or on chart paper: “about education.”
- Think aloud each column in the front of the vocabulary log to record and analyze the word *academic*. Take time with this because it will model for students the thoughtful and careful way they should fill in their vocabulary logs.
- As time permits, invite students to work in pairs to use the word *academic* in sentences and to record their sentences on **lined paper**.

**Whole Group Instruction: Reflecting on Learning (5 minutes)**

- Using a total participation technique, invite responses from the group:
  - “Why are we completing vocabulary logs?” (to help us remember new words we’re learning)*
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the vocabulary logs:
  - Conversation Cue: “Can you say more about that?” (Responses will vary.)*
- Direct students’ attention to the Supporting Peers anchor chart.
- Turn and Talk:
  - “What is one criterion for success that you did well with today?” (Responses will vary.)*
- Invite students to share out their successes.
- Give students specific, positive feedback regarding their group work today.



## Word Study and Vocabulary

### Unit 1, Week 2, Day 3: Teacher Guide



#### Daily Learning Target

- I can use my vocabulary log to analyze the meaning of a vocabulary word. (L.3.4)

#### Teaching Notes

- In this lesson, students focus on the word *topical* because they encounter it frequently through their vocabulary work. They practice using the word and analyze it using their vocabulary log to gain a deeper understanding of it and how to use it.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- When students are not meeting with the teacher, they work with their independent reading text. In this lesson, this time ends up being about 30 minutes. Preview the Unit 1, Week 2: Independent Reading: Student Task Card. Consider alternative activities if students are unlikely to stay focused for this amount of time.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always independent reading. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:** Students who need heavier support can sketch the information required in their vocabulary log. They can write in words or phrases when they find time later.

#### Materials

- ✓ Poster Walk posters 2 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 5 module lesson; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Signal cards (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Free choice reading texts (one per student)
- ✓ Chart paper (optional; one piece; used during small group instruction)

- ✓ Dictionary (one per pair)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Lined paper (optional; one piece per student)

### Whole Class Instruction: Introducing Learning Target and Tasks (7 minutes)

- Review the Daily Learning Target and discuss its meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Direct students' attention to **Poster Walk posters 2 and 5** and explain that today they will continue to work on the Word Study and Vocabulary component and the Independent Reading component of the ALL Block. They will work in small groups with the teacher, read independently, and share with a partner.
- Direct students' attention to **Group Work in the ALL Block poster**.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card** and chorally read the directions aloud. Clarify that this time, they will meet with their small group to complete the task card. Tell students their group conversation may be interrupted because they will be meeting with the teacher in a small group, but explain that they will have time to read, write in their **vocabulary log**, and share words with their group. Point out that step 5 on the card gives them options if they have extra time.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout. Explain to students that their small group should allocate a timekeeper to help them keep on time and a facilitator to help them keep on task.
- Invite students to take out their signal cards and review how to use them.
- Invite students to retrieve their **free choice reading texts** and arrange themselves into their small groups.

### ■●◆▲ Small Group Instruction: Defining Topical Vocabulary in Vocabulary Logs (15 minutes, repeated three times)

- While students are independently reading, meet with one group at a time. Repeat the following sequence of instruction with each small group.
- Call up the first group, inviting the members to bring their signal cards with them.
- Write the following on the board or on **chart paper**. Invite students to follow along, reading silently in their heads as you read the definition aloud:
  - “Topical Vocabulary: Words about a particular topic.”
- Invite students to silently think about how they could restate this in their own words.
- Focus students on the underlined word, *topical*. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and invite students to clap the syllables with you as you say each part. Then invite students to say and clap the syllables chorally without you. This may be particularly supportive for ELLs, because their home language may follow stress patterns that are different from those in English.
- Turn and Talk (using a **dictionary** or **online or paper translation dictionary** as necessary):
 

**“What does the word topical mean?” (about a specific topic)**



*“Now that you know what topical means, what do you think topical vocabulary means?” (Topical means about a specific topic, so topical vocabulary means words used about a specific topic. I may encounter topical words in a research text about a particular topic.)*

- Write a definition of the word that students can understand on the board or on chart paper: “about a particular subject.”
- Turn and Talk:
 

*“Is topical an academic or a topical vocabulary word?” (academic; It may confuse some students to know that it is an academic word because the word topical can be used about any topic.)*

*“What are some examples of topical words you already know? Consider sports, hobbies, or other activities you engage in that may have specific vocabulary words that describe them.” (Responses will vary.)*
- Select volunteers to share. As they share out, capture their responses on the board or on chart paper.
- Think aloud through each column in the front of the vocabulary log to record and analyze the word *topical*. Take time with this because it will model for students the thoughtful and careful way they should fill in their vocabulary logs. Remind students that even though they’re talking about the word *topical* and that topical vocabulary goes in the back of their vocabulary logs, they are recording the word *topical* in the front because it is an academic vocabulary word.
- As time permits, invite students to work in pairs to brainstorm other topical words and to record the words on lined paper.

### **Whole Class Instruction: Reflecting on Learning (8 minutes)**

- Focus students’ attention on the ALL Independent Group Work protocol.
- Reassure students that they will continue to work with this protocol, and they will get better at using it over time.
- Turn and Talk:
 

*“What is one thing you find challenging about independent reading?” (Responses will vary.)*
- Select volunteers to share out.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about their challenges:
 

*Conversation Cue: “Can you say more about that?” (Responses will vary.)*
- If the following is not already named as a challenge, ask students to Turn and Talk:
 

*“What should you do if you start a text and it isn’t right for you?” (Responses will vary, but may include: Ask a classmate or the teacher for help; choose a new text.)*
- As students discuss, guide them to understand that they may change texts if it is too hard for them to understand. However, if the text is just not interesting, they should give it a little more time because sometimes texts can take a while to get interesting.
- As time permits, discuss other areas of concern. Follow up individually with students who express serious frustration or concern.



## Independent Reading

### Unit 1, Week 2, Day 4: Teacher Guide



#### Daily Learning Target

- I can read an independent reading text with increasing stamina. (RI.3.10)

#### Teaching Notes

- In this lesson, students are introduced to a repeating structure in the Student Task Card for the Independent Reading component. Throughout the rest of the year, Student Task Cards prompt students to track their independent reading in their independent reading journals, collect new words in their vocabulary logs, and respond to a reading prompt.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction only. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments and students will work through multiple components in one lesson. Students will experience a typical ALL Block routine in Unit 3.
- **Differentiation:** For students who require additional support, consider building independent reading stamina at a slower rate by requiring them to read for a shorter amount of time. Because much of this lesson is discussion-based, consider providing sentence stems for students to refer to during discussions. (Examples: “I focus by \_\_\_\_.” “The most challenging part is \_\_\_\_.” “The least challenging part is \_\_\_\_.”) For students who may need additional support with verbalizing their thoughts, invite them to sketch. Point to the sketch and verbalize for them, inviting them to confirm and then repeat what you say.
- **In advance:**
  - Find a picture of a marathon runner.
  - Review the Back-to-Back and Face-to-Face protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

#### Materials

- ✓ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ Picture of a marathon runner (one to display)
- ✓ Research reading text (one per student)
- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block)
- ✓ Chart paper (optional; one piece; used by the teacher to capture focusing strategies)
- ✓ Unit 1, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1: Introduction to the Additional Language and Literacy Block; one per student and one to display)



- ✓ Independent reading journals (from Unit 1, Lesson 6 module lesson; one per student)
- ✓ Vocabulary logs (from Unit 1, Lesson 5 module lesson; one per student)
- ✓ Academic Word Wall (from Unit 1, Lesson 1 module lesson)

**Whole Class Instruction: Increasing Reading Stamina and Working with Task Card (60 minutes)**

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they have practiced two components of the ALL Block: Word Study and Vocabulary, and Independent Reading.
- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and today the whole class will work together on this component.
- Turn and Talk:
 

*“What successes have you had during your independent reading time at home or in school?” (Responses will vary.)*
- Direct students' attention to the **Supporting Peers anchor chart** and ask:
 

*“Which of these criteria of success have helped you during your independent reading time?” (Responses will vary.)*
- Tell students that today they will learn more about increasing their reading stamina.
- Turn and Talk (ELLs may use their **online or paper translation dictionary** if necessary):
 

*“What do you know about the word stamina?” (Responses will vary.)*
- Ask for volunteers to share out what they know about the word, but do not define *stamina* at this time.
- Display a **picture of a marathon runner** and tell students that marathon runners, like the one pictured here, run for long distances.
- Using a total participation technique, invite responses from the group (and for ELLs, display, repeat, and rephrase the question):
 

*“What do you think marathon runners do to increase their stamina and prepare to run long distances?” (They practice running. Each time they run, they run for a longer period of time.)*
- Explain that readers, just like runners, must build their stamina. Readers must exercise their reading muscles to practice reading for longer and longer times. The reading that students do at home and in the ALL Block will help build their reading stamina.
- Invite students to retrieve their **research reading texts**.
- Tell students they will now work on building their reading stamina by reading their research reading text. Remind them how to use their **signal card** to signal if they need help while they are reading.
- Invite students to begin reading.
- Circulate to support students as they read. Remind them to read for the entire 5 minutes, stopping students and restarting the time as needed until the entire class has read for 5 consecutive minutes.

- After 5 consecutive minutes of independent reading, give students specific, positive feedback on their perseverance in building their reading stamina. (Example: “I saw you refocus yourself quickly after you were distracted.”)
- Explain that an important part of stamina is keeping focused. Marathon runners must focus on breathing and running at a good pace so they don’t run too fast in the beginning and have no strength left in the end. Reading stamina also takes focus.
- Using a total participation technique, invite responses from the group (and for ELLs, display, repeat, and rephrase the question):

*“What do you do to keep your thoughts focused on the text? Describe your strategies to maintain focus.” (Responses will vary, but may include: Reread when I don’t understand; picture the story in my mind; skip a word I don’t know and then come back to it; plug my ears to block out the noise; whisper read to myself; tap my finger on my leg while I read.)*

- Describing strategies can be cognitively and linguistically demanding. To ease the linguistic demands for ELLs, invite students to first discuss strategies in home language groups. Students who do not share a common home language can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss whole class in English.
- Select volunteers to share with the group. As students share out, capture their ideas on the board or on **chart paper**.
- Tell students they will read silently again. Encourage them to use one of the strategies if they need help staying focused. For heavier support of ELLs, model and think aloud this process.
- Remind students of their signal cards and invite them to begin reading.
- Circulate to support students as they read. Remind them to read for the entire 7 minutes, stopping students and restarting the time as needed until the entire class has read for 7 consecutive minutes.
- After 7 consecutive minutes of independent reading, give students specific, positive feedback on their perseverance in building their reading stamina. (Example: “I saw John plugging his ears to keep himself from getting distracted by noise. That’s a good strategy.”)
- Turn and Talk:
 

*“What strategies did you use to stay focused while you read?” (Responses will vary.)*
- Refocus whole class. Tell students you are going to read the list of strategies on the board or on chart paper. After you read each strategy, students should raise their hand if they used that strategy today.
- Begin reading the strategies, denoting next to each one the number of students who used it.
- Assure students that it is normal for readers to lose focus once in a while—but the more they practice and improve their focus, the greater their reading stamina will be.
- Invite students to retrieve their **Unit 1, Week 2: Independent Reading: Student Task Card**.
- Remind students that they have been working with the task card this week and that today’s task describes a routine they will use many times during their independent reading time.
- Post the following on the board:
  - Record your reading in your independent reading journal.
  - Respond to a reading prompt in your independent reading journal.

- Add vocabulary to your vocabulary log.
- Sometimes share what you have learned with a small group.
- Briefly review the parts of the task card by asking students to put their finger on each part (i.e., the Daily Learning Targets, the ALL Block reading symbols, the materials needed, the directions, etc.).
- Ask students to put their finger on the directions they have already completed (step 1).
- Invite students to retrieve their independent reading journals and walk students through completing each step on the Student Task Card:
- Remind students that the independent reading journal is an important part of their independent reading time because this is where they reflect on their learning and track their progress through the text.
- Briefly model how to log their reading in their independent reading journal, using the Unit 1, Week 2: Independent Reading: Student Task Card. Write down the date, text title, author, and pages read.
  - Direct students to complete step 2 in their **independent reading journals** (write down the date, text title, author, and pages read).
  - Tell students that each task card will ask them to record any new vocabulary that they encounter as they read.
  - Invite students to put their finger on the step that asks them to do this (step 3).
  - Direct students to retrieve their **vocabulary logs**.
  - Add *stamina* to the **Academic Word Wall** and invite students to add this word to the front of their vocabulary logs. Consider modeling how to complete this entry as necessary.
  - Invite students to put their finger on the prompt on the Unit 1, Week 2: Independent Reading: Student Task Card. Inform them that sometimes they will record their responses in their independent reading journals and sometimes they will share their responses orally.
  - Answer clarifying questions and point out that the vocabulary word students add to their vocabulary log doesn't have to be one they don't know, but can be a word they think is important to remember.
  - Invite students to complete steps 3–4 on the task card.
  - For heavier support of ELLs, invite students first to discuss the prompt in home language groups. Consider providing a paragraph frame for students to complete step 4, or invite students to begin by sketching their ideas.
  - Circulate to provide assistance.
- After 7 minutes, refocus whole class. Tell students they will now use the Back-to-Back and Face-to-Face protocol to share their process for completing the task card.
- Ask students to pair up and stand back-to-back, being respectful of space.
- Ask students the following questions and give them 30 seconds to consider how they will respond. For heavier support of ELLs, display, repeat, and rephrase the questions or write and think aloud sample responses or sentence frames on the board:
  - “What step of this task card was the most challenging? Why?”***
- Invite students to turn face-to-face to share their responses.
- Have students repeat steps 1–3 with a new partner for this question:
  - “What step of this task card was the least challenging? Why?”***

- Ask students to return to their seats.
- Invite a volunteer to summarize in one sentence what the class learned today about independent reading and the ALL Block reading routine.
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about what they learned about independent reading:

***Conversation Cue: “Can you say more about that?” (Responses will vary.)***

- Give students specific, positive feedback on their perseverance with independent reading and learning the new routine of Student Task Card. (Example: “You did a great job persevering today, even when it was hard—and the more you practice this routine, the easier it will get.”)