

Education
Language Arts

Grade 3: Module 4: Unit 2

Additional Language and Literacy Block

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

Grade 3: Module 4

Unit 2

Additional Language and Literacy Block

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






The ALL Block for each unit contains the following:

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

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

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

ALL 3M4 UNIT 2 OVERVIEW

 <p>Reading and Speaking Fluency/GUM RF.3.4, L.3.3b</p>	<ul style="list-style-type: none"> • Students are allocated an informational fluency passage for the week from “Real Lives: Angola, Africa.” They self-assess their fluency, set goals, and practice reading the passage, including reading the punctuation. • <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i> • Suggested student grouping for teacher-guided instruction: group 1 ▲ ●, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Additional Work with Complex Text RI.3.1, RI.3.6, W.3.1c, L.3.1, L.3.5a</p>	<ul style="list-style-type: none"> • Students reread “Real Lives: Angola, Africa” to explain the issue of clean water and a solution. They also work on identifying and/or distinguishing the author’s point of view from their own. All students participate in a Language Dive on Day 4 centered on the linking phrase <i>As a result</i>. • <i>ELLs complete the same activities as other students.</i> • Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Independent Reading RL.3.10, RI.3.6, RI.3.10, SL.3.1</p>	<ul style="list-style-type: none"> • Students read research texts (on topics related to water issues) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. • <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice RI.3.1, W.3.1, W.3.1b, W.3.1c, W.3.5</p>	<ul style="list-style-type: none"> • Students write an opinion paragraph on whether or not it is worthwhile for third-graders to study water issues and pay particular attention to supplying strong reasons to support their opinion. • <i>ELLs complete the same activities as other students.</i> • Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ●▲, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Word Study and Vocabulary RF.3.3a, L.3.4b, L.3.4c, L.3.6</p>	<ul style="list-style-type: none"> • Students analyze two academic vocabulary words (<i>drinkable</i> and <i>constructing</i>) and their affixes using Vocabulary Trees. • <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i> • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ◆● (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

ALL 3M4 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2	FLEX DAY Use this day to meet the needs of your students.		
Lesson 3 ALL Block: Week 1, Day 1	Reading and Speaking Fluency/GUM Overview: With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals. ** Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (■▲●◆) 	Additional Work with Complex Text Overview: All students use details to illustrate what life was like in Mabuia before and after the water issue solution was implemented, using details from the text. ** Learning Target: I can use details from the text to explain a water issue and a solution. (RI.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Independent Reading: Student Task Card

**Note: In this component, students work with a text introduced in Unit 2, Lesson 3 of the module lessons.

(continued)

ALL 3M4 UNIT 2 SAMPLE CALENDAR			
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	Additional Work with Complex Text Overview: With teacher guidance, all students work on identifying and/or comparing points of view. Learning Target: ■▲ I can use details from the text to determine the author’s point of view. (RI.3.6) ●◆ I can distinguish my point of view from the author’s point of view. (RI.3.6) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲), (●◆) 	Reading and Speaking Fluency/GUM Overview: All students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to a partner. Learning Target: I can help my partner self-assess his or her reading fluency. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read research texts and log their reading. Learning Target: I can read my research reading text independently for 12 minutes. (RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn how to read the text with an appropriate speed when reading aloud. They then apply this skill to read their fluency passage fluently. Learning Target: I can read a passage aloud fluently and at the appropriate speed. (RF.3.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students follow a task card to identify specific words and phrases in the text that explain a water issue and its solution. Learning Target: I can use details from the text to explain a water issue and a solution. (RI.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a prompt. Learning Target: I can distinguish the author’s point of view from my own. (RI.3.6, RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

ALL 3M4 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 6 ALL Block: Week 1, Day 4</p>	<p>Additional Work with Complex Text Overview: With teacher guidance, all students participate in a Language Dive on a complex sentence from “Real Lives: Angola, Africa.” Learning Targets: I can understand and practice using complex English language structures. (L.3.1) I can use linking words and phrases to connect opinion and reasons. (W.3.1c) I can explain the literal and nonliteral meanings of words and phrases. (L.3.5a) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Language Dive Guide: “Real Lives: Angola, Africa” • Language Dive Chunk Chart: “Real Lives: Angola, Africa” • Language Dive Sentence Strip Chunks: “Real Lives: Angola, Africa” </p>	<p>Reading and Speaking Fluency/GUM Overview: All students follow a task card to read/perform their fluency passages aloud to a small group. Then they self-assess to determine progress. Learning Target: I can read a passage aloud fluently. (RF.3.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A </p>	<p>Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A </p>
<p>Lesson 7</p>	<p>FLEX DAY <i>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</i></p>		

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ALL 3M4 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students are introduced to the writing prompt for the week and generate strong reasons to support their opinion. Learning Targets: I can plan a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1) I can give strong reasons to support my opinion. (RI.3.1, W.3.1b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Teacher Guide Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (■) (●▲) (◆) 	Word Study and Vocabulary Overview: All students follow a task card to play a memory game where they match a word to its definition. Learning Target: I can match a word to its definition. (L.3.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Student Task Card Memory Game Cards Memory Game Answer Key 	Independent Reading Overview: All students follow a task card to independently read and log their reading. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.3.10/RI.3.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 2, Week 2: Independent Reading: Student Task Card

(continued)

Additional Language and Literacy Block

ALL 3M4 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 9</p> <p>ALL Block: Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>drinkable</i> with a focus on the suffix <i>-ible</i> and <i>-able</i>.</p> <p>Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Reading Foundations Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ible</i> and <i>-able</i>. (RF.3.3a, L.3.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲) 	<p>Writing Practice</p> <p>Overview: Students follow a task card to practice using word choice to change the way a character feels in a situation.</p> <p>Learning Targets: I can write a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)</p> <p>I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.3.10/RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>
<p>Lesson 10</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students annotate their opinion paragraphs and revise if necessary.</p> <p>Learning Target: I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: All students follow a task card to practice using <i>drinkable</i> and other <i>-able</i> or <i>-ible</i> words.</p> <p>Learning Target: I can use an academic vocabulary word in context. (L.3.6)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read and respond to a reading prompt.</p> <p>Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

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ALL 3M4 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 11 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>constructing</i> with a focus on the root <i>struct</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Reading Foundations Skills Block program. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root -struct. (RF.3.3a, L.3.4c) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Writing Practice Overview: Students follow a task card to complete the opinion paragraph or to write a new opinion paragraph. Learning Targets: I can write a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1) I can give strong reasons to support my opinion. (RI.3.1, W.3.1b) I can revise my paragraph to make it stronger. (W.3.1c, W.3.5) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share within the group. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.3.10/RI.3.10, SL.3.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
Lesson 13	FLEX DAYS Use these days to meet the needs of your students.		
Lesson 14	FLEX DAYS Use these days to meet the needs of your students.		



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b)

Day 3

- I can read a passage aloud fluently and at an appropriate speed. (RF.3.4)

Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts. On Day 3, students practice reading the text at an appropriate rate. Note: There are no Teacher-Guided Student Activity Cards for Day 3.
- Note: These lessons assume students have completed module Lesson 3.
- **Differentiation:** Each group of students will read a different excerpt from “Real Lives: Angola, Africa” based on their fluency skills. To provide additional language support, lead ELLs through the Mini Language Dive on Day 1 and revisit on Day 3. Depending on the needs of your students, consider focusing on a different criterion from the Fluency Self-Assessment Checklist on Day 3.
- **In advance:**
 - Prepare the Fluency Self-Assessment Checklist (see Module 1).
 - Prepare materials for independent student groups.

Materials

Day 1

- “Real Lives: Angola, Africa” (from module Lesson 3; one per student)
- Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- Fluency Self-Assessment Checklist (from Module 1; one per student)
- Highlighter (one per student)
- Fluent Readers Do These Things anchor chart (begun in Module 1)
- Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- Fluent Readers Do These Things anchor chart (begun in Module 1)
- Timer (one per pair)
- Fluency passage (from Day 1; one per student)
- Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Invite students to retrieve their copies of **“Real Lives: Angola, Africa”** and mark the fluency passage they will use to work on reading fluency:
 - : Excerpt from the beginning to the end of Paragraph 3: “... now maintains the system and teaches hygiene to the rest of the community.”
 - ▲: Excerpt from the beginning to the first sentence in Paragraph 5: “Unfortunately, Mabuia remains the exception rather than the rule in Angola.”
 - ◆: The entire article.
- Invite students to preview the text by silently reading it independently or to whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the gist of the appropriate passage with students. Reread as needed.
- ▲: Mini Language Dive: “Unfortunately, / **Mabuia remains the exception rather than the rule** / in Angola.”

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *Mabuia*: “What is this chunk about?” The place, *Mabuia*, is the subject of the sentence. The author is specifically referring to the solution to Mabuia’s water pollution problem. (proper noun; subject)
 - *remains the exception rather than the rule*: “What about Mabuia?” Mabuia is different from other places in Angola; even though Mabuia has a solution to the problem of water pollution, most places in Angola still do not. (verb phrase; idiomatic phrase)
- Practice: “Unfortunately, _____ remains the exception rather than the rule.” (Unfortunately, my favorite sports team winning remains the exception rather than the rule.)
- Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”

Note: End here for Day 1. On Day 3, reread the Mini Language Dive sentence and continue with instruction:

“Why did the author include this sentence?” (The author may have wanted to express an opinion that the solution in Mabuia should be used in other places.)

“What other words can we use in place of Unfortunately that would keep the same meaning of the sentence? What word could we use to change the meaning?”

- Practice: “Unfortunately (or Unluckily, Regrettably, or Sadly), _____ remains the exception rather than the rule.” (Regrettably, clean water remains the exception rather than the rule.)
- If time permits, students may also practice the opposite meaning: “Luckily, _____ remains the exception rather than the rule.”
- Distribute the **Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion.

- Invite students to use a **highlighter** to highlight the following focus criteria for this week:
 - “I can correct myself and reread when what I read was wrong or didn’t make sense.”
 - “I can read my text at a speed that is appropriate for the piece.”
 - “I can notice and read punctuation.”
 - “I can read groups of related words and phrases together.”
- Read a small part of the text aloud two or three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (If time is short, prioritize choral reading in the following step for ▲ students.)
- As time permits, invite students to read the passage (or a portion of the passage) aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.
 - ▲: If needed, model setting a goal aloud first.
 - ▲: Invite students to say their goals out loud before they write them.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Note: There are no Teacher-Guided Student Activity Cards for this lesson.
- Remind students of the **Fluent Readers Do These Things anchor chart**. Tell them that today they will work on the following criterion: “I can read my text at a speed that is appropriate for the piece.”
- Ask:
 - “Why do we read texts at an appropriate speed? What is the problem with reading too fast? Too slowly?” (Responses will vary, but may include: If someone reads too slowly, it can be hard to stay focused on the meaning. If someone reads too quickly, he or she may miss important points.)*
 - “Why do we read different texts at different rates?” (Responses will vary, but may include: Readers read different texts at different rates depending on the purpose and tone they want to convey. For example, if a reader was reading a story aloud that was very exciting, she may read more quickly. If a reader was reading something aloud that was explaining a complicated process, she may read more slowly and deliberately.)*
 - Conversation Cue: “Who can add on to what your classmate said?”*
- Arrange students in pairs and distribute **timers**.
- Invite students to whisper read their **fluency passage** while their partner times them. If time permits, they may switch roles. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Return to the Mini Language Dive from Day 1.

- Ask students to estimate how many minutes a fluent reader would need to read the excerpt aloud. Post the time. (Times will vary, but the suggested time is 6 minutes.)
- Set a timer and invite pairs to each try to read the excerpt in the allotted time. If useful, invite students to set their own timekeeping device in independent pairs.
- Refocus the group and invite students who are not meeting the target speed to try to read the excerpt again, this time subtracting at least 15 seconds.
 - : Invite students to share strategies for reading at a steady rate (e.g., read words or phrases together in cohesive groups). To provide heavier support, invite students to underline words or phrases to read together.
 - ▲ : Invite students to practice pronouncing difficult words in the text as a group before they read (e.g., *dangerous*, *crocodiles*). To ensure comprehension, also review the meaning of unfamiliar words.
- Repeat this process until students are reading at an appropriate rate.
- If needed, remind all students to pay attention to punctuation, even as they are trying to read quickly. They should add pauses and change the tone of the voice they use according to the punctuation. If useful, invite a few students to model reading aloud with expression and at an appropriate speed.
- Prepare students for the next day's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to remember their goal from Day 1 (if needed, distribute the Teacher-Guided Student Activity Cards). Remind students they will have a chance to assess their progress toward this goal on Day 4. Consider grouping students into smaller groups (e.g., triads) for Day 4 because students may need more time to read their excerpt aloud.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Target

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.3.4, L.3.3b)

Student Materials

Day 1

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

Directions:

Day 1

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

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

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

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



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Target

Day 1 and Day 3:

- I can use details from the text to explain a water issue and a solution. (RI.3.1)

Student Materials

Day 1 and Day 3:

- "Real Lives: Angola, Africa"

Directions:

Day 1

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

Move to sit with a partner and label yourselves A and B.

1. Read "Real Lives: Angola, Africa." Take turns reading it out loud or whisper read to yourself.
2. Partner A summarizes the text in 1 minute. Partner B summarizes the text in 30 seconds.
"The main idea of this text is _____. It starts by explaining _____. But then _____ and _____. Finally, _____."
3. Draw what you learned from the text about life in Mabuia in the boxes on the next page.

BOX 1: When the water was <u>polluted</u>, life looked like this:	BOX 2: When the water was <u>filtered</u>, life looked like this:

MORE CHALLENGE:

Add words or phrases from the text to your drawings.

Day 3

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

Move to sit with a partner and label yourselves A and B.

1. Mark "Real Lives: Angola, Africa":
 - Partner A: Look back in the text. Underline words or phrases that help you understand what life was like in Mabuia when the water was polluted (or dirty).
 - Partner B: Look back in the text. Circle words or phrases that help you understand what life was like in Mabuia when the water was filtered (or clean).
2. Take turns sharing the words or phrases with your partner. Use the sentence frames:

"When the water was polluted (or dirty), life in Mabuia was _____. For example, the text says _____. This shows life was _____ because _____."



Additional Work with Complex Text



Unit 2, Week 1, Day 3: Annotated Text: "Real Lives: Angola, Africa" (Answers, for Teacher Reference)



Daily Learning Target

Day 1 and Day 3:

- I can use details from the text to explain a water issue and a solution. (RI.3.1)

Student Materials

Day 1 and Day 3:

- "Real Lives: Angola, Africa"

Day 3

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

Move to sit with a partner and label yourselves A and B.

1. Mark "Real Lives: Angola, Africa":

- Partner A: Look back in the text. Underline words or phrases that help you understand what life was like in Mabuia when the water was polluted (or dirty).
- Partner B: Look back in the text. Circle words or phrases that help you understand what life was like in Mabuia when the water was filtered (or clean).

Growing up in the Angolan village of Mabuia, one hour north of the capital, Luanda, Fatima had to spend up to four hours each day collecting water from the river. It was a dangerous trek. One year, seven of Fatima's friends were attacked by crocodiles.

But the girls carried a much bigger danger back with them to the village. The water was polluted and spread disease. As a result, when Fatima herself was not sick, she had to spend many hours each week caring for sick brothers and sisters, and when she grew older, for her own sick children.

In 2000 the Angolan Government and UNICEF teamed up to ★ lay a pipeline from the river to the community at Mabuia. ★ Latrines, washbasins, taps and showers were then built, together with a ★ filtering system to ensure every drop of water was drinkable. As a result, diarrhea rates dropped almost to zero, child deaths plummeted, and many girls (who no longer had to spend hours every day carrying water) entered school for the first time. ★ A community water and sanitation committee now maintains the system and teaches hygiene to the rest of the community.

A neighbor of Fatima's, 13-year-old Celina, is one of those who has started going to school because of the pipeline. Previously, Celina's life had been dominated by collecting water. She had to walk to the river and back three times a day. Now she can do her chores in a fraction of the time. And her younger brothers and sisters are healthy, so she does not have to care for them.

Unfortunately, Mabuia remains the exception rather than the rule in Angola. Almost three decades of war have left millions of people without clean water or basic sanitation. A huge task remains: drilling boreholes across the country, constructing major pipelines, establishing a national sanitation education campaign, and providing water to schools.

Fatima may be one of the lucky ones, but the facilities she, her children and Celina now have are not a luxury, but a necessity and a right. "A mother must take care of her children," Fatima says, "but we cannot do that when we have only dirty water."

"Real Lives: Angola." © 2011 UNICEF USA. Used by permission.



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my research reading text independently for 12 minutes. (RI.3.10)

Day 3:

- I can distinguish the author's point of view from my own. (RI.3.6, RI.3.10)

Day 4:

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

Student Materials

Days 1–4:

- Research reading text
- Independent reading journal
- Vocabulary log

Directions:

Days 1 and 2

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

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

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and topical vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: "What is the point of view of the author? How is it different from your point of view?"

Day 4

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

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned.
 - "I've learned _____. For example, _____."
 - "Something I have learned is _____. For instance, _____."
 - Share two new vocabulary words and their meanings.
 - "A new word for me is _____. It means _____. For example, you could say: (your own sentence with the word)_____."
 - Group: Listen and think about what else you would like to know about their text. Prepare a question.

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



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- ■▲ I can use details from the text to determine the author’s point of view. (RI.3.6)
- ●◆ I can distinguish my point of view from the author’s point of view. (RI.3.6)

Day 4

- I can understand and practice using complex English language structures. (L.3.1)
- I can use linking words and phrases to connect opinion and reasons. (W.3.1c)
- I can explain the literal and nonliteral meanings of words and phrases. (L.3.5a)

Teaching Notes

- On Day 2, students work on understanding and articulating the author’s point of view. See Differentiation for more specific information.
- On Day 4, students complete a Language Dive. They work with the linking phrase *As a result* to help address L.3.1 and W.3.1c. Students will practice using this linking phrase in Unit 2, Week 1: Writing Practice when they write an opinion text. The sentence for today’s Language Dive was also chosen because it articulates a solution to a water issue. (See rationale in Language Dive Guide: “Real Lives: Angola, Africa.”)
- **Differentiation:**
 - Preview the Day 2: Teacher-Guided Student Activity Cards for this component. Depending on Exit Ticket: “Real Lives: Angola, Africa” and your own observations in module Lesson 3, form groups of students who need similar support. Students who have a hard time identifying the author’s point of view should work with the ■▲ card. Students who need more practice comparing points of view should work with the ●◆ card.
 - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs.
 - Prepare materials for independent student groups.

Materials

Day 2

- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Describing Point of View anchor chart (begun in module Lesson 2)
- ☑ Chart paper (optional; one piece)
- ☑ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Language Dive Guide: “Real Lives: Angola, Africa” (for teacher reference)
- ☑ Language Dive Chunk Chart: “Real Lives: Angola, Africa” (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: “Real Lives: Angola, Africa” (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss the learning target.
 - ▲ ■: Review the **Describing Point of View anchor chart**.
- Instruct students to work with a partner on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1 and invite student volunteers to share their answers. Cue students with:

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

 - ▲: Invite students to translate the words *luxury*, *necessity*, and *right* in their home language, and to discuss the meaning of each.
- Invite students to complete step 2.
 - ▲ ■: If needed, illustrate the author’s logic by writing “If facilities = access to clean water, and facilities = a necessity and a right, then access to clean water = ??” on **chart paper** before students discuss in pairs.
 - ◆ ●: If productive, invite student volunteers to compare their answers with their partner’s. Cue students with:

Conversation Cue: “How is your answer similar to or different from your partner’s?”
- ▲ ■: Invite students to follow along as you read the boxes in step 3. Consider reading each text twice, as needed. Then ask students to work with a partner to identify the sentence that best shows the author’s point of view. As students share answers, ask:

“Which word in the sentence helps you know the sentence is giving someone’s perspective on a fact and not just a fact?” (Unfortunately)

“What other words could the author use?” (Regrettably, Sadly)

*“What if the author had used the word **Luckily** to start the sentence? Would that change what you think about the author’s point of view? What else do you expect to change in the text?” (Yes, the author’s point of view would be that the change in Mabuia was not a good thing. The author also may include other details that show how the change was a bad thing.)*

- ▲ ■: Invite students to complete step 4. Ensure they understand the difference between phrases such as *for example* and *for instance* and words like *thankfully*. *For example* introduces information, but the language alone doesn’t tell the point of view (even though these phrases can be used to introduce information that supports a point of view). However, words such as *sadly* or *thankfully* signal a point of view in that word alone.
- ▲: Invite students to share the meaning of each word or phrase with a partner before they determine which ones to circle. (Responses will vary, but may include: *Thankfully* means to be fortunate for something.)
- ◆●: Students who are ready for more challenge can answer either or both of the questions. If needed, students can answer them aloud with a partner or individually.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. Model steps on the task card as needed.

Instruction for Day 4

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about water issues and solutions. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: “Real Lives: Angola, Africa,” Language Dive Chunk Chart: “Real Lives: Angola, Africa,”** and the **Language Dive Sentence Strip Chunks: “Real Lives: Angola, Africa”** to guide students through the Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use details from the text to determine the author's point of view. (RI.3.6)

Day 4:

- I can understand and practice using complex English language structures. (L.3.1)
- I can use linking words and phrases to connect opinion and reasons. (W.3.1c)
- I can explain the literal and nonliteral meanings of words and phrases. (L.3.5a)

Student Materials

Day 2

- Dictionary
- Describing Point of View anchor chart

Day 4

- N/A

Directions:

Day 2

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

1. Reread this sentence:

"Fatima may be one of the lucky ones, but the facilities she, her children and Celina now have are not a luxury, but a necessity and a right."

Source: "Real Lives: Angola, Africa"

- Discuss with a partner: What is the difference between a *luxury*, a *necessity*, and a *right*? Use a dictionary to help you.
- Circle the word that best completes the sentence:
 - A television is a _____ luxury/right/necessity.
 - Food is a _____ luxury/right/necessity.
 - Going to school is a _____ luxury/right/necessity.

2. The author says that the facilities (such as the bathrooms and showers and filtering system) in Mabuia help people have access to clean water. The author says the facilities are "a *necessity* and a *right*" and not just "a *luxury*." Discuss with a partner: What does this show about the author's point of view on access to clean water?

"The author's point of view is that having access to clean water is a ____ necessity/right/ luxury. I know this because _____."

3. The author uses facts to compare Mabuia to other places in Angola. Read the following boxes.

What the author says about Mabuia	What the author says about other places in Angola
In 2000 the Angolan Government and UNICEF teamed up to lay a pipeline from the river to the community at Mabuia. Latrines, washbasins, taps and showers were then built, together with a filtering system to ensure every drop of water was drinkable.	Almost three decades of war have left millions of people without clean water or basic sanitation. A huge task remains: drilling boreholes across the country, constructing major pipelines, establishing a national sanitation education campaign, and providing water to schools.

Underline the sentence that best shows the author's point of view about the facts in boxes above:

- Unfortunately, Mabuia remains the exception rather than the rule in Angola.
- Growing up in the Angolan village of Mabuia, one hour north of the capital, Luanda, Fatima had to spend up to four hours each day collecting water from the river.
- In 2000 the Angolan Government and UNICEF teamed up to lay a pipeline from the river to the community at Mabuia.

4. Circle the words you can look for in a text that may help you understand an author's point of view.

Sadly, In fact, Thankfully, According to
I believe, Luckily, For example, For instance,

MORE CHALLENGE:

Discuss: If this article had been written from the point of view of Fatima, how might it have been different?

Day 4

As a result, diarrhea rates dropped almost to zero, child deaths plummeted, and many girls (who no longer had to spend hours every day carrying water) entered school for the first time.

Source: "Real Lives: Angola, Africa"

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

- Complete the following sentence after saying it aloud with your partner.
I think the result was

My partner thinks the result was

Additional Language and Literacy Block

3. Discuss with your group:

"Instead of using the linking phrase *As a result*, the author could use _____ without changing the meaning of the sentence."

4. With your partner, complete the sentence frames aloud.

"The words *dropped* and *plummeted* are similar because _____."

"They are different because *dropped* means _____ and *plummeted* means _____."

5. With your partner, complete the sentence frames aloud.

"I think the girls might have felt _____ because _____."

"I think one way the girls' lives might change after entering school is _____."

6. Complete the following sentence, after saying it aloud with your partner.

"I _____ and as a result, _____."



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can distinguish my point of view from the author's point of view. (RI.3.6)

Day 4:

- I can understand and practice using complex English language structures. (L.3.1)
- I can use linking words and phrases to connect opinion and reasons. (W.3.1c)
- I can explain the literal and nonliteral meanings of words and phrases. (L.3.5a)

Student Materials

Day 2

- Describing Point of View anchor chart
- Exit Ticket: "Real Lives: Angola, Africa" (optional)

Day 4

- N/A

Directions:

Day 2

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

1. Identify point of view:

- Review the Describing Point of View anchor chart with a partner.
- Put a check mark next to the sentences from "Real Lives: Angola, Africa" that best help you identify the author's point of view.

___a. Unfortunately, Mabuia remains the exception rather than the rule in Angola.

___b. Growing up in the Angolan village of Mabuia, one hour north of the capital, Luanda, Fatima had to spend up to four hours each day collecting water from the river.

- ___c. In 2000 the Angolan Government and UNICEF teamed up to lay a pipeline from the river to the community at Mabuia.
- ___d. Fatima may be one of the lucky ones, but the facilities she, her children and Celina now have are not a luxury, but a necessity and a right.
- ___e. A community water and sanitation committee now maintains the system and teaches hygiene to the rest of the community.

2. Discuss these questions with a partner:

- What is your point of view on accessing clean water worldwide? Why do you think so?
- Is your point of view similar to or different from the point of view of the author of the article? In what ways?

MORE CHALLENGE:

Revise your Exit Ticket: "Real Lives, Angola Africa" to better explain in what ways your point of view is similar to or different from that of the author of the article.

MORE CHALLENGE:

Answer one of the questions below:

- How has your point of view changed after reading "Real Lives: Angola, Africa"?
- Describe Fatima's point of view on accessing clean water.

Day 4

As a result, diarrhea rates dropped almost to zero, child deaths plummeted, and many girls (who no longer had to spend hours every day carrying water) entered school for the first time.

Source: "Real Lives: Angola, Africa"

1. With a partner:

- Take turns reading the sentence aloud.
- Discuss the gist of the sentence.
- On the next page, write two questions you have about the sentence. Your questions could be about words you would like to know more about or phrases that you are wondering about.

2. Complete the following sentence, after saying it aloud with your partner.

I think the result was

My partner thinks the result was

3. Discuss with your group:

"Instead of using the linking phrase *As a result*, the author could use

_____ without changing the meaning of the sentence."

4. With your partner, complete the sentence frames aloud.

"The words *dropped* and *plummeted* are similar because

_____."

"They are different because *dropped* means _____ and *plummeted* means _____."

5. With your partner, complete the sentence frames aloud.

"I think the girls might have felt _____ because _____."

"I think one way the girls' lives might change after entering school is

_____."

6. Complete the following sentence after saying it aloud with your partner.

"I _____ and as a result,

_____."



Additional Work with Complex Text



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



Daily Learning Targets

Day 2:

- I can distinguish my point of view from the author's point of view. (RI.3.6)

Day 4:

- I can understand and practice using complex English language structures. (L.3.1)
- I can use linking words and phrases to connect opinion and reasons. (W.3.1c)
- I can explain the literal and nonliteral meanings of words and phrases. (L.3.5a)

Student Materials

Day 2

- Describing Point of View anchor chart
- Exit Ticket: "Real Lives: Angola, Africa" (optional)

Day 4

- N/A

3. ■▲ Underline the sentence that best shows the author's point of view about the facts in boxes above.

- Unfortunately, Mabuia remains the exception rather than the rule in Angola.
- Growing up in the Angolan village of Mabuia, one hour north of the capital, Luanda, Fatima had to spend up to four hours each day collecting water from the river.
- In 2000 the Angolan Government and UNICEF teamed up to lay a pipeline from the river to the community at Mabuia.

4. Circle the words you can look for in a text that may help you understand an author's point of view.

Sadly,

In fact,

Thankfully,

According to

I believe,

Luckily,

For example,

For instance,

1. ●◆ Identify point of view:

- Review the Describing Point of View anchor chart with a partner.
- Put a check mark next to the sentences from "Real Lives: Angola, Africa" that best help you identify the author's point of view.
 - a. Unfortunately, Mabuia remains the exception rather than the rule in Angola.
 - b. Growing up in the Angolan village of Mabuia, one hour north of the capital, Luanda, Fatima had to spend up to four hours each day collecting water from the river.
 - c. In 2000 the Angolan Government and UNICEF teamed up to lay a pipeline from the river to the community at Mabuia.
 - d. Fatima may be one of the lucky ones, but the facilities she, her children and Celina now have are not a luxury, but a necessity and a right.
 - e. A community water and sanitation committee now maintains the system and teaches hygiene to the rest of the community.



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Guide: "Real Lives: Angola, Africa"

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 7, for detailed notes on how the Language Dive format has changed starting in Module 3.
Sentence	As a result, diarrhea rates dropped almost to zero, child deaths plummeted, and many girls (who no longer had to spend hours every day carrying water) entered school for the first time. (from Paragraph 3 of "Real Lives: Angola, Africa")
Rationale	This sentence is compelling because it uses the linking phrase <i>As a result</i> , to help address the Daily Learning Targets, W.3.1c and L.3.1i, and uses the figurative language <i>dropped</i> and <i>plummeted</i> to help address L.3.5a. This sentence also connects to the module guiding question by helping students understand that people persuade others to take action by explaining manageable solutions to problems in a meaningful way. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure As a result . Note that the focus structure practice is presented out of order to provide context for this chunk, allowing for better understanding and discussion. After discussing this structure, students practice using it to discuss something in their lives. Students apply their understanding of the meaning and structure of this sentence in Unit 2, Week 2: Writing Practice when writing an opinion text, when presenting a solution in Proof Paragraph 2 of their opinion essays during the module lessons, and when revising their opinion essays on the End of Unit 2 Assessment, Part II.
Time	15 minutes
Throughout the Language Dive	Follow the same routine found in Module 3, Unit 1, Lesson 7.
Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; distribute the activity card . Follow the same routine found in Module 3, Unit 1, Lesson 7, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus structure)	
Reconstruct	
Practice (Sentence)	



Additional Work with Complex Text



Unit 2, Week 1, Day 4: Language Dive Chunk Chart: "Real Lives: Angola, Africa"

As a result,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ "Can you figure out why the author wrote <i>As a result</i>?" <i>As a result</i> indicates a cause-and-effect relationship; it signals that the information in the subsequent chunk is a result, or consequence, of something that happened previously. (linking word; conjunctive adverbial phrase) ■ Students can reread the previous two sentences, and then take 30 seconds in pairs to explain what they think the result, or consequence, of the information in those sentences was. They can then switch pairs and share their first partner's response. Students can share out as a group before they continue. 📎 Step #2 ■ Students can discuss words the author could use in place of <i>As a result</i> without significantly changing the meaning of the sentence. (<i>therefore, consequently, accordingly</i>) 📎 Step #3
diarrhea rates dropped almost to zero,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>diarrhea rates</i>: "What is this chunk about?" <i>diarrhea rates</i> refers to the amount of people who had diarrhea in Mabuia because of drinking polluted water; many people had diarrhea because the polluted water made them sick. (noun phrase) ■ <i>dropped almost to zero</i>: "What happened to diarrhea rates?" Almost no one in Mabuia had diarrhea after the Angolan government and UNICEF took action to ensure Mabuia had drinkable water; almost no one became sick from the water. (verb phrase) ■ "Can you figure out why the author wrote <i>dropped</i>?" <i>dropped</i> literally means to fall straight down. Here, the author uses <i>dropped</i> in a nonliteral way to help us realize that diarrhea rates were extremely high, and immediately went to almost zero. Note how the meaning of this chunk would change if <i>dropped</i> were replaced with <i>lowered</i>.

child deaths plummeted,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>child deaths</i>: “What is this chunk about?” <i>child deaths</i> refers to the number of children who died in Mabuia because of polluted water. (noun phrase) ■ <i>plummeted</i>: “What happened to child deaths?” <i>plummeted</i> literally means to fall straight down at a high speed. Here, the author uses <i>plummeted</i> in a nonliteral way to help us realize that an extremely large number of children had died in Mabuia before the water solution was implemented, and that there were significantly fewer children dying after the water solution. Students can discuss the shades of meaning between <i>dropped</i> and <i>plummeted</i>. 📎 Step #4
and many girls (who no longer had to spend hours every day carrying water)	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ <i>many girls</i>: “Who is this chunk about?” This chunk is about a large number of girls who used to spend a long time each day getting water for people in their village to drink. (noun phrase + adjective phrase = noun phrase) ■ (<i>who no longer had to spend hours every day carrying water</i>): “Why did the writer write this adjective clause?” The round brackets are called <i>parentheses</i> and are used as an aside to add information that is not necessary to the meaning of the sentence, but helps emphasize or clarify certain information. In this case, the parentheses are used to emphasize, and even celebrate, the fact that the girls who used to spend hours of their day carrying water no longer need to.
entered school for the first time.	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ■ “What did the many girls do?” They finally were able to go to school. <i>for the first time</i> tells us that they had never been to school. Note how the meaning would change if <i>for the first time</i> were replaced with <i>again</i>, signaling that the girls had been to school before. (verb phrase) ■ Students can take 30 seconds in pairs to discuss how they think the girls might have felt upon entering school for the first time. Then they can switch pairs and share how they think the girls’ lives might have changed after entering school. 📎 Step #5

As a result,	
Practice (Focus Structure)	<ul style="list-style-type: none"> ■ “I _____ and as a result, _____.” (I <u>read every day</u> and as a result, I <u>learn a lot of new things</u>.) <ul style="list-style-type: none"> – To provide lighter support: “Can we divide this sentence into two or more sentences? What do we have to remove or change?” – To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. ■ Students can take 30 seconds in pairs to say their sentence aloud. One partner can say the beginning part of the sentence, before the comma; and the other partner can say the second part of the sentence, using the language from the focus structure to explain the effect. They can then write and sketch. <ul style="list-style-type: none"> ✏ Step #6
As a result, diarrhea rates dropped almost to zero, child deaths plummeted, and many girls (who no longer had to spend hours every day carrying water) entered school for the first time.	
Reconstruct	<ul style="list-style-type: none"> ■ “Can you say this sentence in your own words?” (Because of the Angolan government and UNICEF’s action to solve Mabuia’s water pollution problem, hardly anyone became sick or died from water pollution, and girls could go to school instead of collecting water.) ■ “How does the Language Dive add to your understanding of the guiding question?” (It connects to the module guiding question by helping students understand that people persuade others to take action by explaining manageable solutions to problems in a meaningful way.)

**Practice
(Sentence)**

- “Can we say this sentence in a different order? What would we have to remove or change?”
 - To provide lighter support: “Can you use a different linking word or phrase to replace *As a result* without changing the meaning of the sentence?” (Examples: *Therefore, Consequently*)
 - To provide heavier support: Invite students to discuss the meaning of the sentence in home language groups.
- Students can each hold a chunk and switch places to show the sentence in a different, correct order.
- Language Chunk Wall suggestions:
 - Language to connect words, phrases, clauses: ***As a result,***
 - Nouns and noun phrases and clauses (people, places, things, ideas): **diarrhea rates dropped almost to zero, / child deaths plummeted,**
 - Adjectives and adjectival phrases and clauses (describing nouns): **and many girls (who no longer had to spend hours every day carrying water)**
 - Verbs and verb phrases (actions, states of being): **diarrhea rates dropped almost to zero, / child deaths plummeted, / entered school for the first time.**

**Additional Work with Complex Text****Unit 2, Week 1, Day 4: Language Dive Sentence Strip Chunks: "Real Lives: Angola, Africa"**

As a result,

diarrhea rates dropped almost to zero,

child deaths plummeted,

and many girls (who no longer had to spend
hours every day carrying water)

entered school for the first time.



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can help my partner self-assess his or her reading fluency. (RF.3.4)

Day 4:

- I can read a passage aloud fluently. (RF.3.4)

Student Materials

Day 2

- Fluency passage #1
- Fluency Self-Assessment Checklist
- Colored pencils or crayons

Day 4:

- Fluency Self-Assessment Checklist
- Fluency passage #1 or fluency passage #2

Directions:

Day 2

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

1. Whisper read fluency passage #1 to yourself.
2. Find a partner who is reading the same passage as you.
3. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
4. Read the text aloud together (at the same time). Focus on the highlighted criteria.

5. Stars and Steps Fluency Feedback: With the same partner as before, take turns reading your passage aloud and receiving feedback.
- Label partner A and partner B.
 - Partner A shares fluency goal for the week.
 - Partner A reads aloud fluency passage and partner B listens.
 - Partner B shares one star (one thing partner A did well) and one step to work on.
 - “You did a good job with ____.”
 - “Next time, try to ____ because ____.”
 - Switch, and repeat Steps 1–4.

Star	Step

Day 4

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

1. Get into groups of three or four.
2. Prepare:
 - Remember your goal for the week.
 - Reread the highlighted criteria on your Fluency Self-Assessment Checklist.
3. Each person in the group reads his or her fluency passage aloud while the group listens. After each read, each person in the group gives a “star”—something he or she liked about the reading fluency. Example:
 - “You read at the perfect speed. Not too fast and not too slow!”
 - “You pronounced almost all words correctly. Great job!”
 - “I liked how you _____. It helped me understand _____.”
 - “I noticed that you _____.”

Additional Language and Literacy Block

4. Self-assess where you are now on the fluency checklist by placing a check mark in the columns of the highlighted criteria. Choose a different color from the one you used for your self-assessment on Day 1.

If time allows, share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1

- I can plan a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)

Day 3:

- I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)

Teaching Notes

- In this component, students write an opinion paragraph on whether or not it is worthwhile for third-graders to study water issues. This task gives students an opportunity to practice using the linking phrase *As a result* from the Language Dive from Unit 2, Week 1: Additional Work with Complex Text.
- On Day 1, students are introduced to the prompt and review what makes a strong reason. On Day 3, students continue writing or revise their paragraphs to include linking words and phrases and more thoroughly answer the prompt. Depending on the needs of your students, you may wish to focus on a different criterion of opinion writing.
- **Differentiation:** Preview the writing prompt for this component. Form groups of students who need similar support. The ■ and ●▲ cards allocate more time for students to generate strong reasons while the ◆ card allocates time for students to argue both sides of the opinion. To provide more challenge for the ◆ group, challenge students to write a four-paragraph essay instead of a paragraph. To provide more support for the ■ and ●▲ groups, create an opinion paragraph structure diagram (similar to the informative paragraph diagram in Unit 1 Writing Practice). Post for students to refer to throughout the component. Consider grouping students with the same home language to generate reasons in steps 1 and 3.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Various texts from Units 1–2 (from module lessons)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Is It Worthwhile? opinion paragraphs (begun on Day 2; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
 - ▲: Review the meaning of the word *worthwhile*. Remind students of the compound word work from Unit 1 to support them in predicting the meaning of this word.
- Point out that this week students will write an opinion text, just as they wrote an opinion text in Module 3.
 - : Review the basic parts of an opinion paragraph as needed.
 - ▲: Reinforce the concept of *opinion* by inviting students to define it in their own words. Invite them to express an opinion of something familiar before responding to the prompt.
- Instruct students to complete step 1 on their activity cards with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Before debriefing step 1, invite students to work on step 2 with a partner. Remind students they learned about frogs in Module 2 and these are some sample reasons as to whether or not that was worthwhile.
- Debrief step 2. Use a total participation technique to select students to share their answers with the whole group. Cue students with:

Conversation Cue: *“Can you figure out what makes a strong reason? I’ll give you time to think and discuss with a partner.” (Responses will vary, but may include: A strong reason has some specific evidence to support it. For example, “It’s boring” cannot be supported by evidence, but “it has nothing to do with a third-grader’s life” can be supported by evidence such as “I read in the XYZ article about frogs that live in XYZ country. But I’ve never been there or seen that type of frog.”)*
- Invite students to share out some of the strong reasons they listed for step 1. Be sure to generate reasons why it is worthwhile and not worthwhile. As each reason is shared, discuss what makes the reason strong. Cue students with:

Conversation Cue: *“Do you agree or disagree that this is a strong reason? Why? I’ll give you time to think and write.” (Responses will vary.)*
- If useful, invite students to use their **various texts from Units 1–2** to help them find evidence for their reasons.
 - ▲: Identify some examples of evidence from the texts that could support the opinion that it is worthwhile or not worthwhile. Help students pick from a variety of prescreened quotes.
 - ▲: If useful, invite students to debate not just the strength but also the validity of a particular reason. Cue students with:

Conversation Cue: *“Do you agree or disagree with what your classmate said? Why? I’ll give you time to think.”*
- Invite students to complete step 3.
 - ▲: Invite the students to say and then write the reasons they are writing down.
 - ◆: Invite students to practice arguing both sides of the opinion.
- If time allows, invite students to talk through their paragraphs.

- Collect the Teacher-Guided Student Activity Cards. (Note: For students who may not be able to remember their reasons and evidence, have the cards available for them to use during Day 2 independent work time.)
- Tell students that tomorrow they will write their paragraphs (or essays). Give specific, positive feedback on their prewriting thinking. Walk through the **Unit 2, Week 2: Writing Practice: Student Task Card** task for Day 2.
- ◆: Encourage students to write a four-paragraph essay instead of a paragraph.

Instruction for Day 3

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Instruct students to retrieve their **Is It Worthwhile? opinion paragraphs** from Day 2 and complete step 1 on the activity card.
 - ◆▲: If useful, invite students to exchange paragraphs with a partner and color-code their partner's paragraph instead of their own.
- Invite students to complete step 2.
- Debrief steps 1–2. Invite student volunteers to give examples of things they marked in their paragraphs.
 - : As needed, review focus statements and invite students to share their focus statements and discuss what makes a strong focus statement.
 - ◆●▲: Briefly discuss linking words. List words on the board that help an author give reasons and evidence to support an opinion (e.g., *As a result*, *Therefore*, *For example*, *For instance*, *In addition*). Ask students to work with a partner to identify places where linking words can make their paragraph stronger. Encourage students to practice using the linking phrase *As a result* that they learned in the Language Dive from Unit 2, Week 1: Additional Work with Complex Text. If time permits, consider modeling using linking words by orally arguing whether or not it's worthwhile for third-graders to study frogs. Cue students with:

Conversation Cue: “Can you figure out why I used that linking word?”
 - ◆: Review different linking words and invite students to work with a partner to identify places where linking words can make their paragraph stronger. Challenge them to use a linking phrase other than *For example* and encourage students to practice using the linking phrase *As a result* that they learned in the Language Dive from Unit 2, Week 1: Additional Work with Complex Text.
- Invite students to revise or continue writing. Challenge students who are able to include a specific quote from the text as evidence.
- Collect Teacher-Guided Student Activity Cards.
- Tell students that tomorrow they will have a chance to finish their paragraphs. They should revise the paragraphs to make sure they include a clear focus statement and two strong reasons.
- Tell students in the ◆ group and any other students who have already completed a satisfactory paragraph (or essay) for the first prompt that they will write on the additional prompt. Walk through Day 4 on the **Unit 2, Week 2: Writing Practice: Student Task Card**, providing models where helpful.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can plan a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)

Day 3:

- I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)

Student Materials

Day 1:

- Various texts from Units 1–2

Day 3

- Is It Worthwhile? opinion paragraphs
- Colored pencils (optional; red, green, yellow, blue)

Directions:

Day 1

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

Writing Prompt:

The teachers in another school are trying to decide whether or not to teach their third-graders about water issues. Because you have spent time studying water issues, they want to know your opinion. Now that you have studied this subject, what do you think? Is it worthwhile for third-graders to learn about water issues? Support your opinions with strong reasons.

1. With a partner, take turns brainstorming reasons to support both opinions. Jot down notes in the chart below.

It IS worthwhile for third-graders to learn about water issues because ...	It is NOT worthwhile for third-graders to learn about water issues because ...

2. With a partner, put a check mark next to reasons you think are the **strong reasons**. Share your thinking with the group.

It is not worthwhile for third-graders to learn about frogs because frogs are boring.

It is worthwhile for third-graders to learn about frogs because it helps inspire the students to be scientists.

Third-graders should learn about frogs because it teaches the students basic scientific facts.

It is not worthwhile for third-graders to learn about frogs because frogs don't have anything to do with third-graders' lives.

Third-graders should learn about frogs because frogs are super cool.

3. Jot down the reasons you think are strong.

Reason #1:	Evidence or example
Reason #2	Evidence or example

Day 3

W.3.1b	I can give evidence and reasons to support my opinion.
W.3.1c	I can use linking words to connect my opinion and reasons.

1. Underline your focus statement. Share your focus statement with a partner. Explain how it answers the prompt.
2. Put a star above any linking words (e.g., *As a result*, *Therefore*, *For example*, *For instance*, *In addition*) that you used. Explain to a partner how linking words can help you explain your reasons.
3. Finish writing your paragraph.

MORE CHALLENGE:

After you finish your paragraph, reread it and color-code it using colored pencils.

- Underline in **red** the sentences where you introduce the topic.
- Underline in **green** your focus statement.
- Underline in **yellow** the sentences where you explain your first reason.
- Underline in **blue** the sentences where you explain your second reason.
- Put a star above any linking words (e.g., *however*, *while*, *but also*, *in addition*, *as a result*) that you used.
- Circle the words *worthwhile* and *reason* in your paragraph.
- If you can't find all these parts of your piece, you may revise your paragraph to include them.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can plan a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)

Day 3:

- I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)

Student Materials

Day 1

- Various texts from Units 1–2

Day 3

- Is It Worthwhile? opinion paragraphs
- Colored pencils (optional; red, green, yellow, blue)

Directions:

Day 1

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

Writing Prompt:

The teachers in another school are trying to decide whether or not to teach their third-graders about water issues. Because you have spent time studying water issues, they want to know your opinion. Now that you have studied this subject, what do you think? Is it worthwhile for third-graders to learn about water issues? Support your opinions with strong reasons.

1. With a partner, take turns brainstorming reasons to support both opinions. Jot down notes in the chart below.

It IS worthwhile for third-graders to learn about water issues because ...	It is NOT worthwhile for third-graders to learn about water issues because ...

2. With a partner, put a check mark next to reasons you think are the **strong reasons**. Be prepared to explain your thinking.

It is not worthwhile for third-graders to learn about frogs because frogs are boring.

It is worthwhile for third-graders to learn about frogs because it helps the students learn more about the natural world.

Third-graders should learn about frogs because it teaches the students basic scientific facts.

It is not worthwhile for third-graders to learn about frogs because frogs don't have anything to do with third-graders' lives.

Third-graders should learn about frogs because frogs are super cool.

3. Jot down the strong reasons you will use in your paragraph. Use linking words to support your reasons.

Reason #1:	Evidence or example (<i>For example, For instance</i>)
Reason #2	Evidence or example (<i>For example, For instance</i>)

MORE CHALLENGE:

Talk through your paragraph with a partner:

"I believe it is/is not worthwhile because ____."

"The first reason it is/is not worthwhile is _____. As a result, _____."

"The second reason it is/is not worthwhile is _____. For example, _____."

"Therefore, I believe it is/is not worthwhile for third-graders _____."

Day 3

1. Color-code your paragraph using colored pencils.
 - Underline in **red** the sentences where you introduce the topic.
 - Underline in **green** your focus statement.
 - Underline in **yellow** the sentences where you explain your first reason.
 - Underline in **blue** the sentences where you explain your second reason.
2. Reread your paragraph and check for the following:
 - Put a star above any linking words (e.g., *As a result*, *Therefore*, *For example*, *For instance*, *In addition*) that you used. Explain to a partner how linking words can help you explain your reasons.
 - Circle the words *worthwhile* and *reason* in your paragraph.
3. Revise your paragraph to include all the parts listed above.

MORE CHALLENGE:

Add a specific example (such as a quote from a text) to each of your reasons.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can plan a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)

Day 3:

- I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)

Student Materials

Day 1:

- Various texts from Units 1–2

Day 3

- Is It Worthwhile? opinion paragraphs
- Colored pencils (optional; red, green, yellow, blue)

Directions:

Day 1

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

Writing Prompt:

The teachers in another school are trying to decide whether or not to teach their third-graders about water issues. Because you have spent time studying water issues, they want to know your opinion. Now that you have studied this subject, what do you think? Is it worthwhile for third-graders to learn about water issues? Support your opinions with strong reasons.

1. With a partner, take turns brainstorming reasons to support both opinions. Jot down notes in the chart below.

It IS worthwhile for third-graders to learn about water issues because ...	It is NOT worthwhile for third-graders to learn about water issues because ...

2. With a partner, discuss the difference between these two reasons. Which one is a strong reason and why?

___ *It is not worthwhile for third-graders to learn about frogs because frogs are boring.*

___ *It is not worthwhile for third-graders to learn about frogs because frogs don't have anything to do with third-graders' lives.*

3. With a partner, practice arguing both opinions.
- Partner A gives reasons that it is worthwhile. Use the various texts to help you argue with evidence.
 - Partner B politely disagrees and argues the opposite. Use the sentence frames.
 - "I heard you say _____, but I think _____."
 - "I heard you say _____, but I disagree because _____."
 - Partner B gives reasons that it is not worthwhile.
 - Partner A politely disagrees and argues the opposite. Use the sentence frames above.
 - Partner A and partner B switch roles.

Day 3

1. Color-code your paragraph using colored pencils.
 - Underline in **red** the sentences where you introduce the topic.
 - Underline in **green** your focus statement.
 - Underline in **yellow** the sentences where you explain your first reason.
 - Underline in **blue** the sentences where you explain your second reason.

2. Reread your paragraph and check for the following:
 - Put a star above any linking words (e.g., *As a result*, *Therefore*, *For example*, *For instance*, *In addition*) that you used. Explain to a partner how linking words help you explain your reasons.
 - Circle the words *worthwhile* and *reason* in your paragraph.

3. Revise your paragraph to include all the parts listed above.

MORE CHALLENGE:

Add a specific example (such as a quote from a text) to each of your reasons.



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can match a word to its definition. (L.3.4b)

Day 3:

- I can use an academic vocabulary word in context. (L.3.6)

Student Materials

Day 1:

- Memory Game Cards (one per pair)
- Scissors
- Memory Game Answer Key (one per pair)

Day 3:

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

Directions:

Day 1

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

1. Prepare the game.
 - Decide if you will use the MORE CHALLENGE words.
 - Cut up the Memory Game Cards and lay them face down on the table.
2. Play the game.
 - Partner A turns two cards face up.
 - Partner A reads the cards aloud and decides if they match.
 - For example: The card that says “lovable” and the card that says “friendly, easy to love” are a match.
 - If partner A thinks the word and definition match, use the sentence frame to use the word in a sentence aloud. (MORE CHALLENGE: Make up your own sentence.)
 - If partner A is not sure if the cards match, check the Memory Game Answer Key.

Additional Language and Literacy Block

- Repeat the steps with partner B.
 - Take turns until all the cards are matched. The one with the most matches wins!
 - Shuffle the cards and play again.
3. Discuss with your partner: What suffix did you notice today? What do you think the suffix means?
- "I noticed the suffix _____. I think the suffix means _____."

Day 3

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

1. Read your Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied on Day 2. Say the word aloud three times.
2. Move to sit with a partner. Talk with your partner about what the word means.
3. Practice using the word. Say two sentences aloud to your partner using the word, making sure your sentence shows the meaning of the word. (Hint: Use the collocations to help you.)
4. Write two sentences using the word below. With your partner, discuss the part of speech and function of the word in your sentences.

MORE CHALLENGE:

Write more sentences using other *-able* or *-ible* words. (See the Vocabulary Tree for ideas.)



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Memory Game Cards

Directions: Cut up the cards in each table and lay them face down.

Words Cards			
believable	lovable	doable	MORE CHALLENGE: incredible
adorable	drinkable	regrettable	MORE CHALLENGE: horrible
admirable	changeable	excitable	MORE CHALLENGE: flexible

Definition of words		
<p>seems likely, or you can believe it</p> <p><i>"Even though that movie wasn't real, it seemed so _____!"</i></p>	<p>friendly, easy to love</p> <p><i>"My dog is _____ because she is friendly."</i></p>	<p>able to be completed</p> <p><i>"I think we have a _____ plan, and we will be successful."</i></p>
<p>very cute—when you see it, you want to hug it</p> <p><i>"That baby is _____ and so cute!"</i></p>	<p>safe to drink</p> <p><i>"It's important for water to be _____."</i></p>	<p>unfortunate; you wish it didn't happen</p> <p><i>"It's _____, but I had to miss my soccer game."</i></p>
<p>having good qualities; something you respect</p> <p><i>"I think your grandmother is very _____, and I would like to be like her."</i></p>	<p>likely to change</p> <p><i>"The weather in spring is very _____. It's cold one day and warm the next."</i></p>	<p>becoming excited easily</p> <p><i>"My dog is so _____! She wiggles and jumps and barks when she sees me."</i></p>
<p>MORE CHALLENGE:</p> <p>can be easily changed or bent</p> <p><i>"The toy is very _____, and you can bend it however you want."</i></p>	<p>MORE CHALLENGE:</p> <p>not able to be believed</p> <p><i>"The story you told me is _____! I just can't believe it!"</i></p>	<p>MORE CHALLENGE:</p> <p>very bad or upsetting</p> <p><i>"A _____ smell was coming from the garbage can."</i></p>



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Memory Game Answer Key

Directions: Use this table to check your matches. For more challenge, don't check until the end of the game.

<p>seems likely, or you can believe it</p> <p><i>"Even though that movie wasn't real, it seemed so _____!"</i></p> <p>believable</p>	<p>friendly, easy to love</p> <p><i>"My dog is _____ because she is friendly."</i></p> <p>lovable</p>	<p>able to be completed</p> <p><i>"I think we have a _____ plan, and we will be successful."</i></p> <p>doable</p>
<p>very cute—when you see it, you want to hug it</p> <p><i>"That baby is _____ and so cute!"</i></p> <p>adorable</p>	<p>safe to drink</p> <p><i>"It's important for water to be _____."</i></p> <p>drinkable</p>	<p>unfortunate; you wish it didn't happen</p> <p><i>"It's _____, but I had to miss my soccer game."</i></p> <p>regrettable</p>
<p>having good qualities; something you respect</p> <p><i>"I think your grandmother is very _____, and I would like to be like her."</i></p> <p>admirable</p>	<p>likely to change</p> <p><i>"The weather in spring is very _____. It's cold one day and warm the next."</i></p> <p>changeable</p>	<p>becoming excited easily</p> <p><i>"My dog is so _____! She wiggles and jumps and barks when she sees me."</i></p> <p>excitable</p>
<p>MORE CHALLENGE:</p> <p>can be easily changed or bent</p> <p><i>"The toy is very _____, and you can bend it however you want."</i></p> <p>flexible</p>	<p>MORE CHALLENGE:</p> <p>not able to be believed</p> <p><i>"The story you told me is _____! I just can't believe it!"</i></p> <p>incredible</p>	<p>MORE CHALLENGE:</p> <p>very bad or upsetting</p> <p><i>"A _____ smell was coming from the garbage can."</i></p> <p>horrible</p>



Independent Reading



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my free choice reading text independently for 12 minutes. (RL.3.10/RI.3.10)

Day 3:

- I can choose and respond to a prompt about my free choice reading text. (RL.3.10/RI.3.10)

Day 4:

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

Student Materials

Days 1, 2, and 4:

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

Day 3:

- Free choice reading texts
- Independent reading journal
- Vocabulary log
- Independent Reading Prompt Bookmarks (two or three sets per group)

Directions:

Days 1 and 2

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

1. Read your free choice reading text for 12 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).

- Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

Day 4

Text Share:

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

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

- Timekeeper: Set a 2-minute timer.

Additional Language and Literacy Block

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



Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Teaching Notes

- On Day 2, students focus on the academic vocabulary word *drinkable* with an emphasis on the suffix *-ible* and *-able*. On Day 4, students focus on the academic vocabulary word *constructing* with an emphasis on the root *struct*. Both days, students practice using the word and analyze it using a Vocabulary Tree to gain a deeper understanding of the meaning of the word and how to use it.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Trees. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
 - Prepare independent student materials.

Materials

Day 2 and Day 4

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

Instruction for Day 2

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.

Additional Language and Literacy Block

- Invite students to break down the word into the root and the affixes using their **Affix List**.
Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲: Mini Language Dive: "Latrines, washbasins, taps, and showers were then built, / together with a filtering system / **to ensure every drop of water was drinkable.**"

Note: This Mini Language Dive will span Day 2 and Day 4.

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - "What if we replaced *every* with the word *some*?" It would change the meaning to say that *some* but not all of the water was safe to drink. (determiner)
 - Students can use a cup to pantomime drinking water that is *drinkable* and water that is *undrinkable*.
- Practice: "_____ to ensure every drop of water was (drinkable/accessible/available)."
(The well was built to ensure every drop of water was available.)
- Reconstruct: Reread the sentence. Ask:

"Now what do you think the sentence means?"

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

- Practice: "We _____[verb phrase] to ensure every _____[noun phrase]." (We went out to recess to ensure every child had something to play with.)
"How could you use this sentence to talk about solutions to the threat to our freshwater supply?" (We conserve water to ensure every person has access to as much freshwater as he or she needs.)

- Review how to complete a Vocabulary Tree as needed. Invite students to complete the Vocabulary Tree on their activity card.
 - ▲: Invite students to write the pronunciation. Students who speak a common home language may discuss the translation. Students can use a collocation to form their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ◆: Invite students to write several sentences. If time permits, invite students to practice using the word aloud in a sentence several times before they write their own sentences.
- Prepare students for Day 3's independent activity: Display the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3. Do not collect activity cards at this time.)

Instruction for Day 4

- Distribute the **Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Follow the same routine as Day 2:
 - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word of **chart paper**.
 - Invite students to work independently or with a partner, and use the chart to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree. For suggested differentiation, see Instruction for Day 2.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

- Latrines, washbasins, taps, and showers were then built, together with a filtering system to ensure every drop of water was **drinkable**.

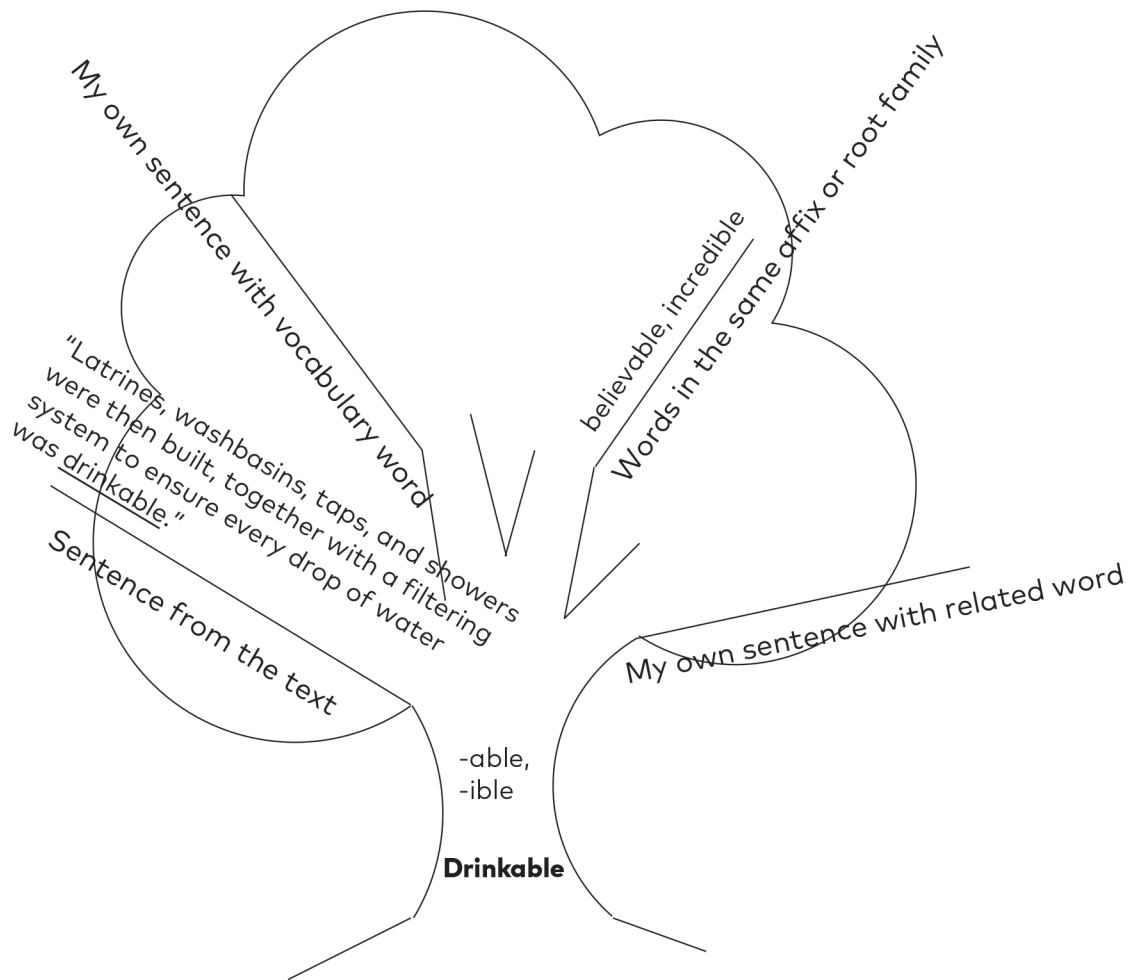
Source: "Real Lives: Angola, Africa"

The word is **"drinkable."**

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

Prefix	Root	Suffix	Definition of Affix
	drink	-able	

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



Day 4

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

A huge task remains: drilling boreholes across the country, **constructing** major pipelines, establishing a national sanitation education campaign, and providing water to schools.

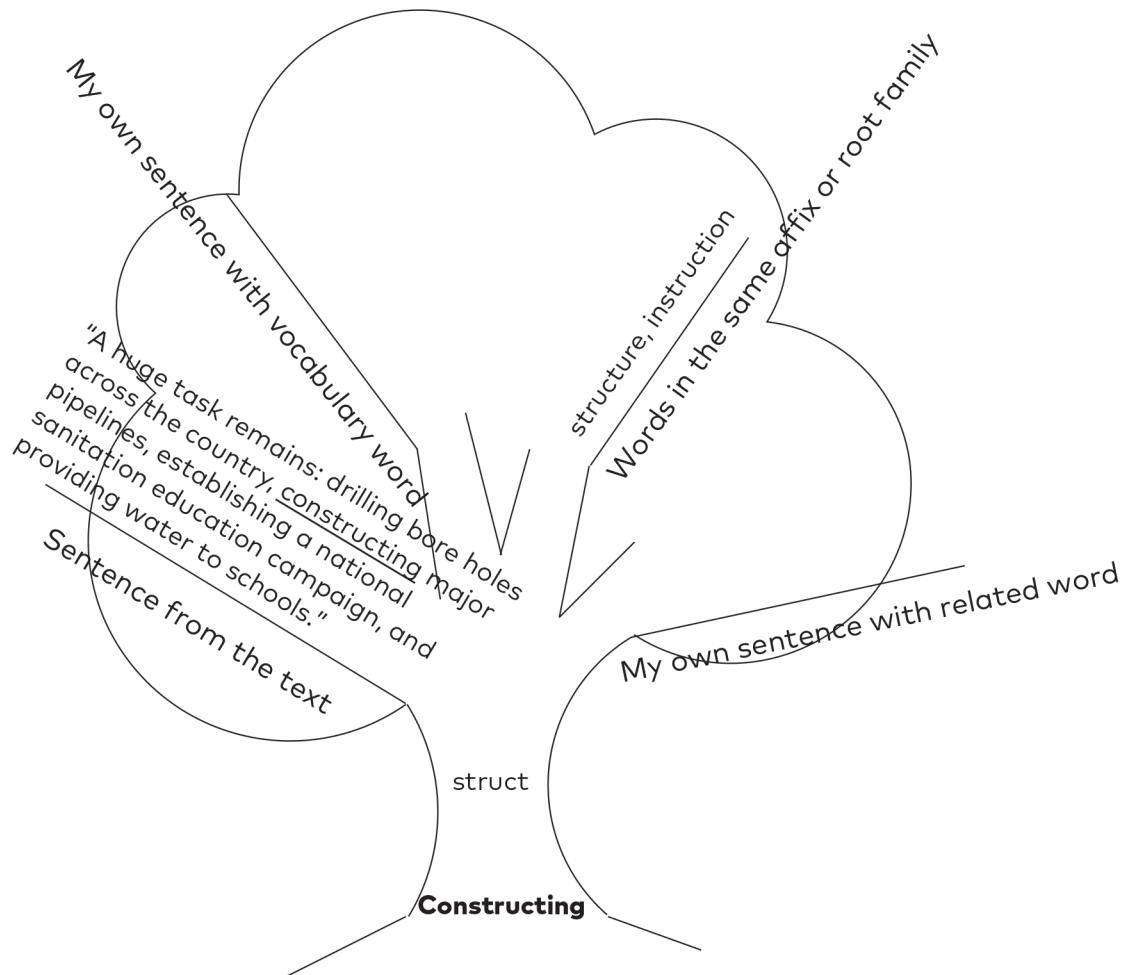
Source: "Real Lives: Angola, Africa."

The word is **"constructing."**

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

Prefix	Root	Suffix	Definition of Affix
con (meaning together or with)	-struct	-ing	

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





Word Study and Vocabulary



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

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

- Latrines, washbasins, taps, and showers were then built, together with a filtering system to ensure every drop of water was **drinkable**.

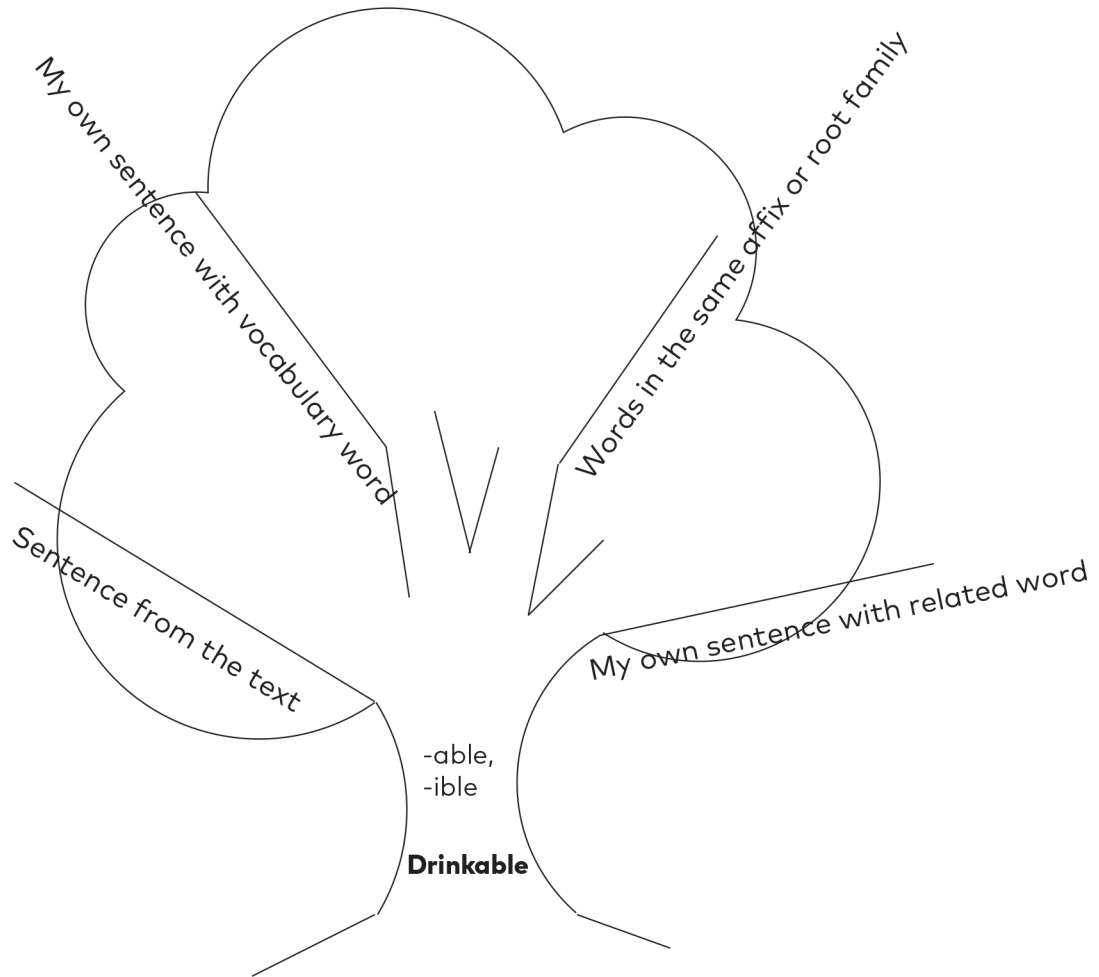
Source: "Real Lives: Angola, Africa"

The word is "**drinkable**."

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

Prefix	Root	Suffix	Definition of Affix
	drink		

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



Day 4

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

A huge task remains: drilling boreholes across the country, **constructing** major pipelines, establishing a national sanitation education campaign, and providing water to schools.

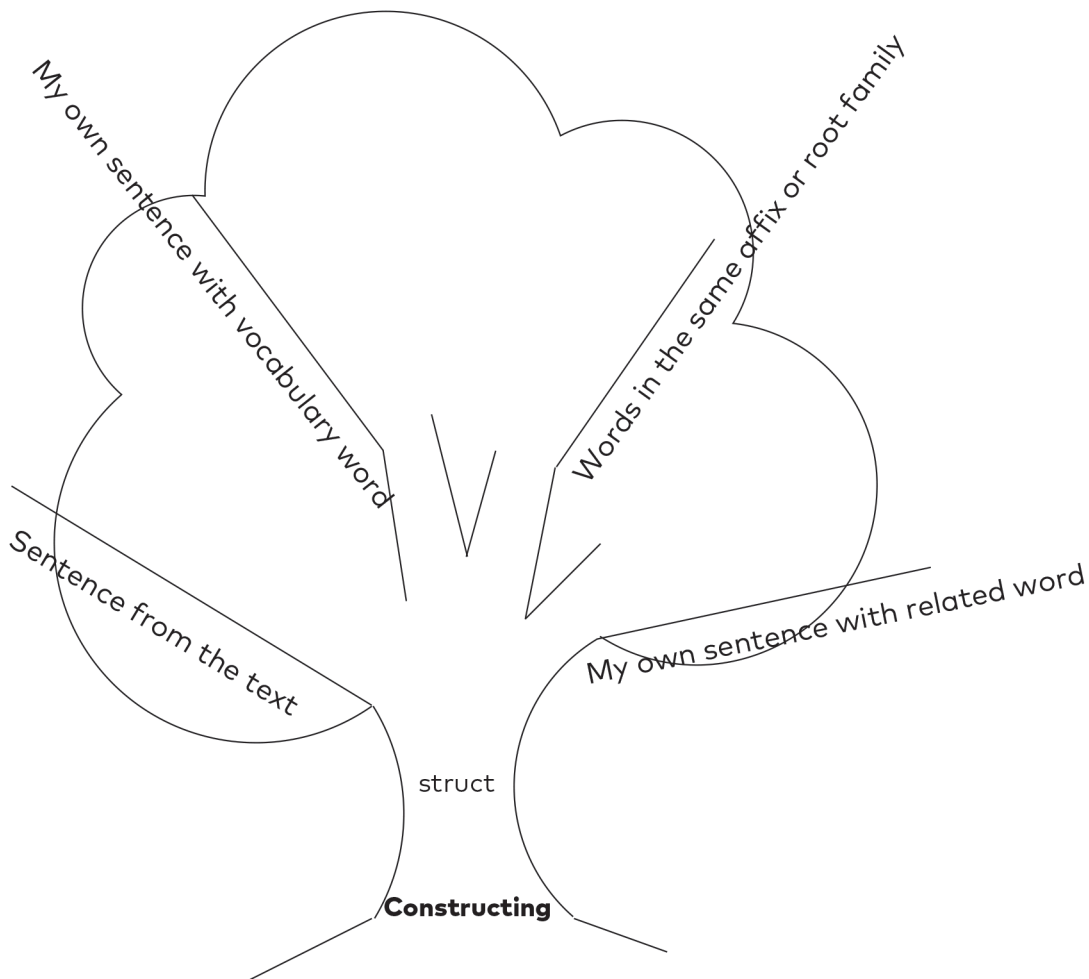
Source: "Real Lives: Angola, Africa."

The word is **"constructing."**

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

Prefix	Root	Suffix	Definition of Affix
con (meaning together or with)	-struct		

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





Word Study and Vocabulary

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

- Latrines, washbasins, taps, and showers were then built, together with a filtering system to ensure every drop of water was **drinkable**.

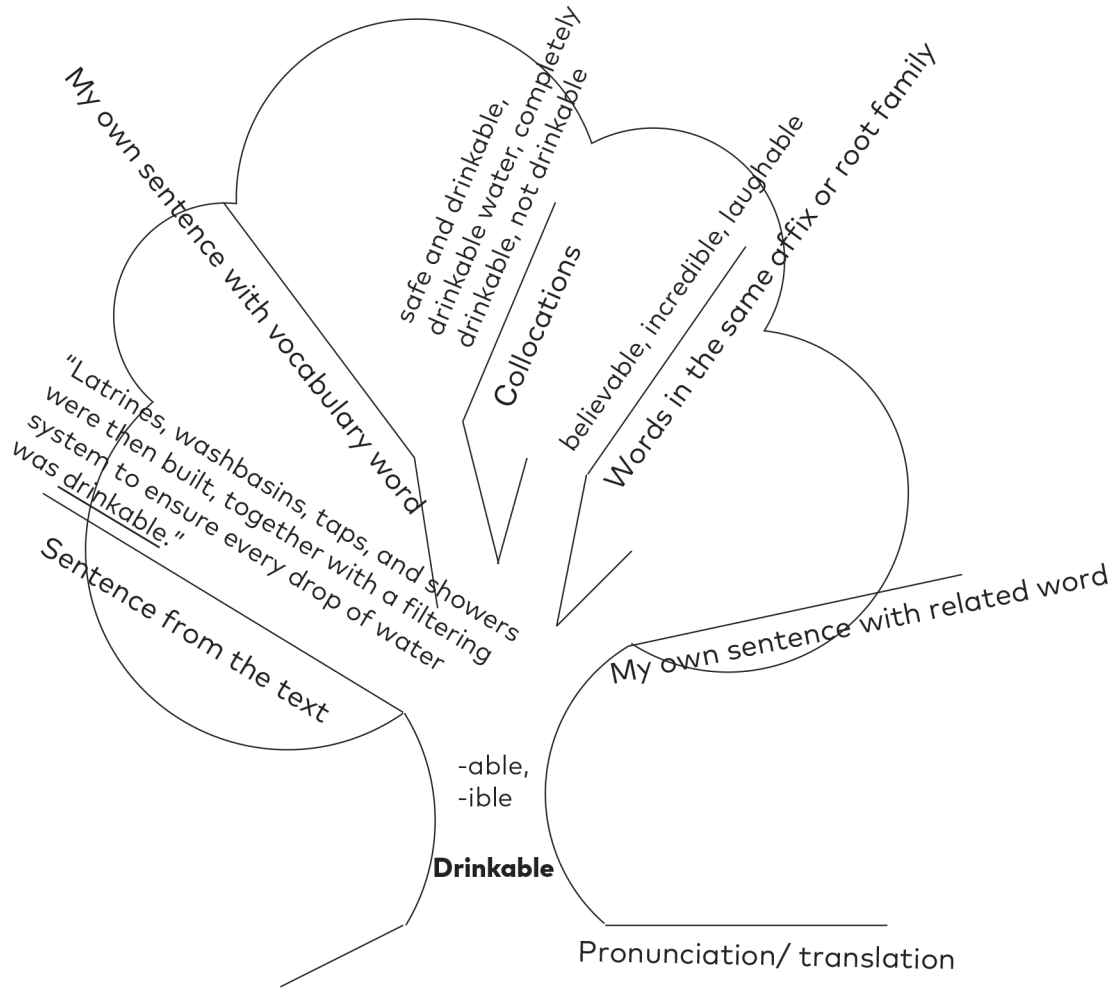
Source: "Real Lives: Angola, Africa"

The word is **"drinkable."**

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

Prefix	Root	Suffix	Definition of Affix
	drink	-able	

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



Day 4

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

A huge task remains: drilling boreholes across the country, **constructing** major pipelines, establishing a national sanitation education campaign, and providing water to schools.

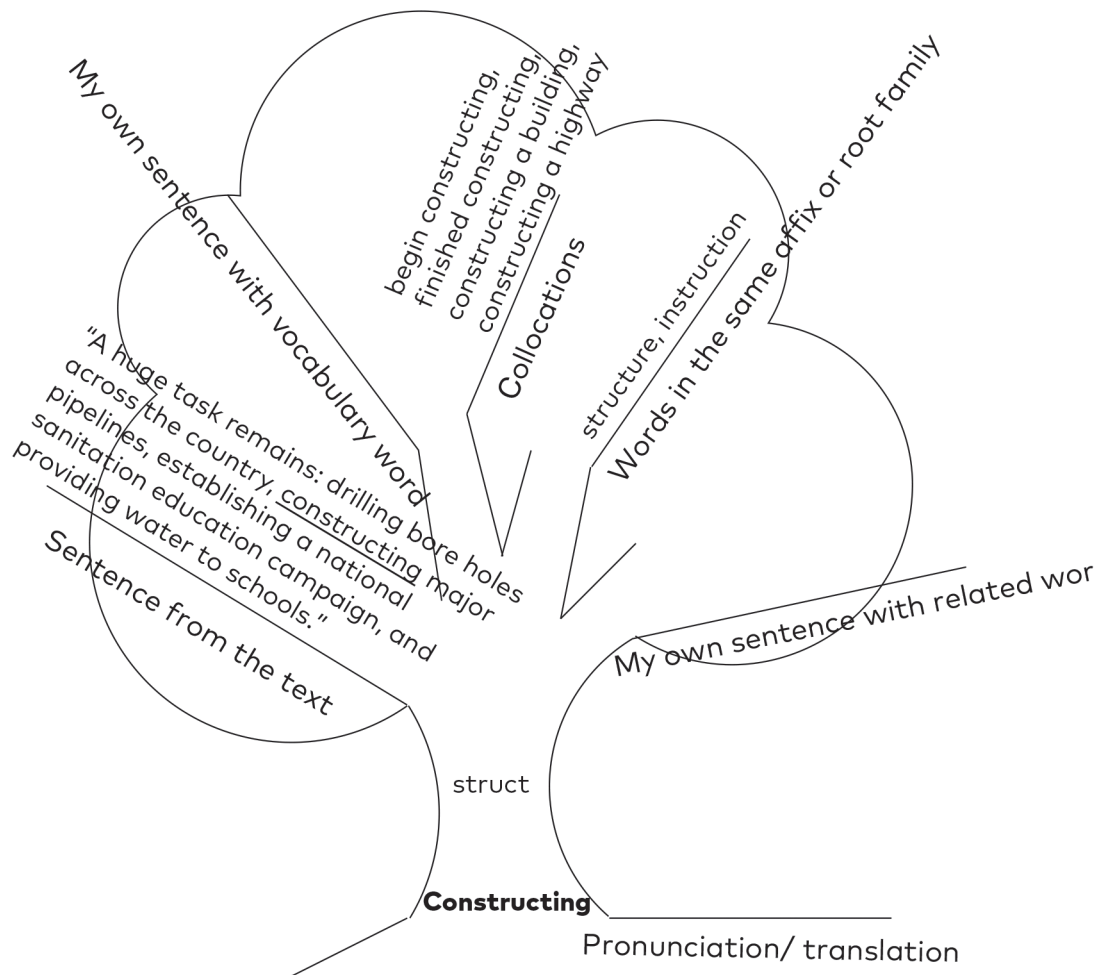
Source: “Real Lives: Angola, Africa.”

The word is **"constructing."**

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

Prefix	Root	Suffix	Definition of Affix
con (meaning together or with)	-struct	-ing	

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





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

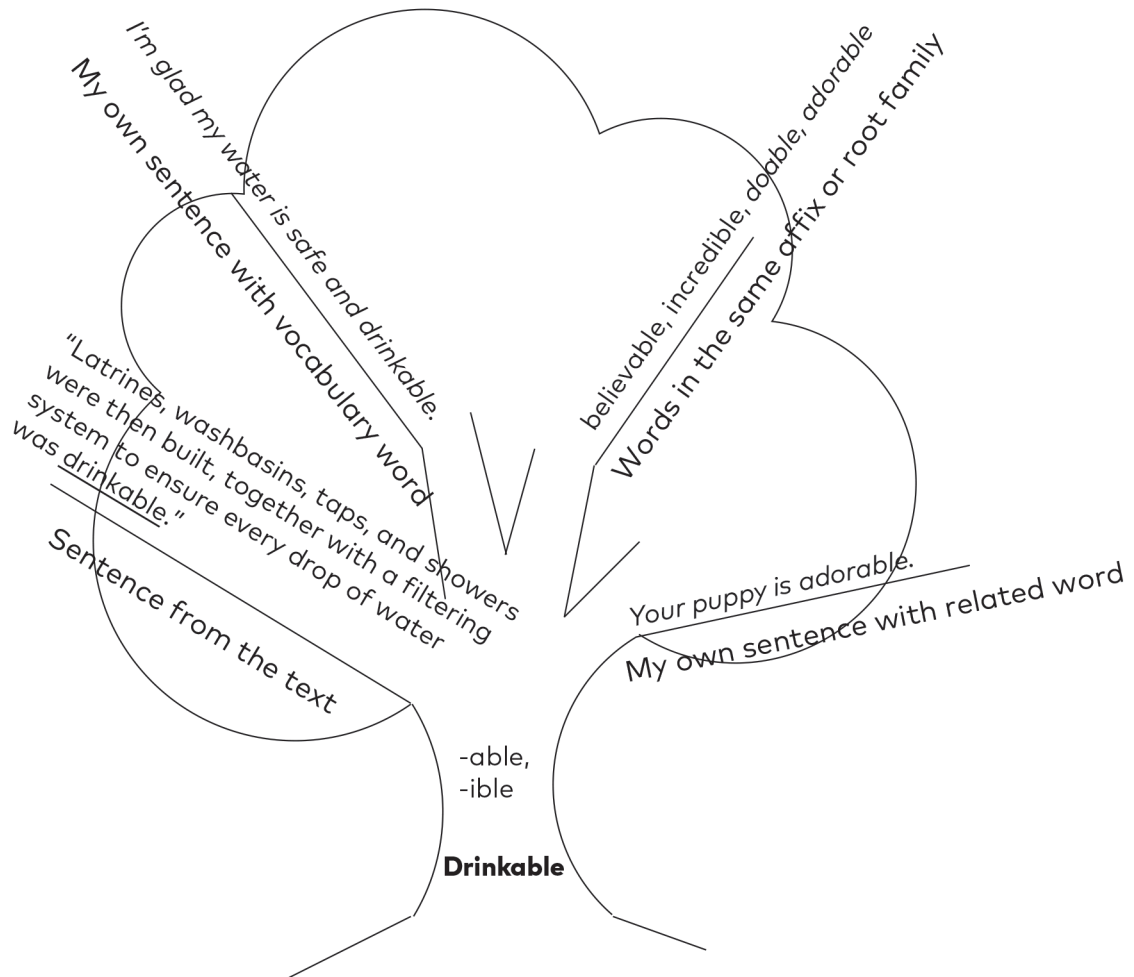
Day 2

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

Prefix	Root	Suffix	Definition of Affix
	drink	<i>-able, -ible</i>	<i>can be done, usually an adjective</i>

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

Answers will vary, but may include:



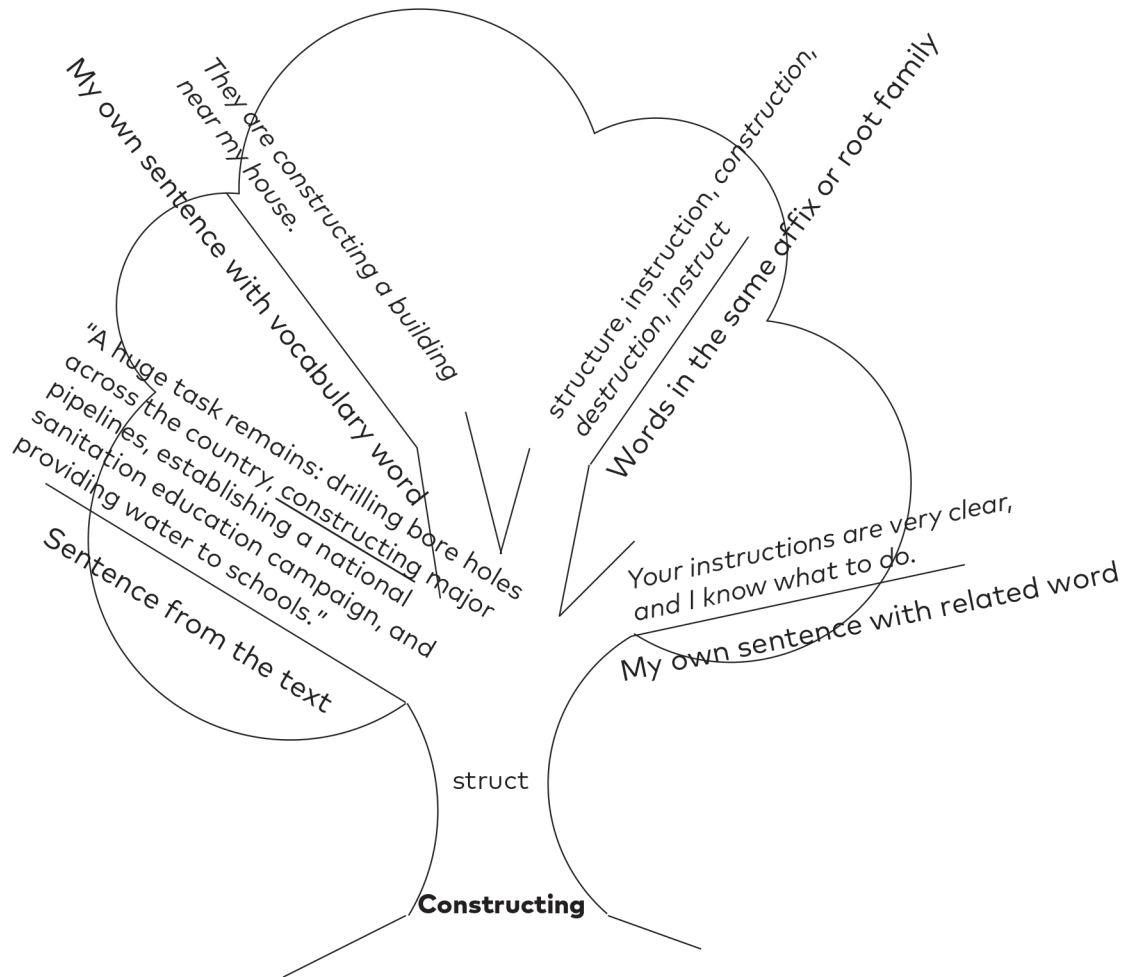
Day 4

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

Prefix	Root	Suffix	Definition of Affix
con (meaning together or with)	struct— meaning to build	-ing	-ing means continuous action

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

Answers will vary, but may include:





Word Study and Vocabulary

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

Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ible* and *-able*. (RF.3.3a, L.3.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *struct*. (RF.3.3a, L.3.4c)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

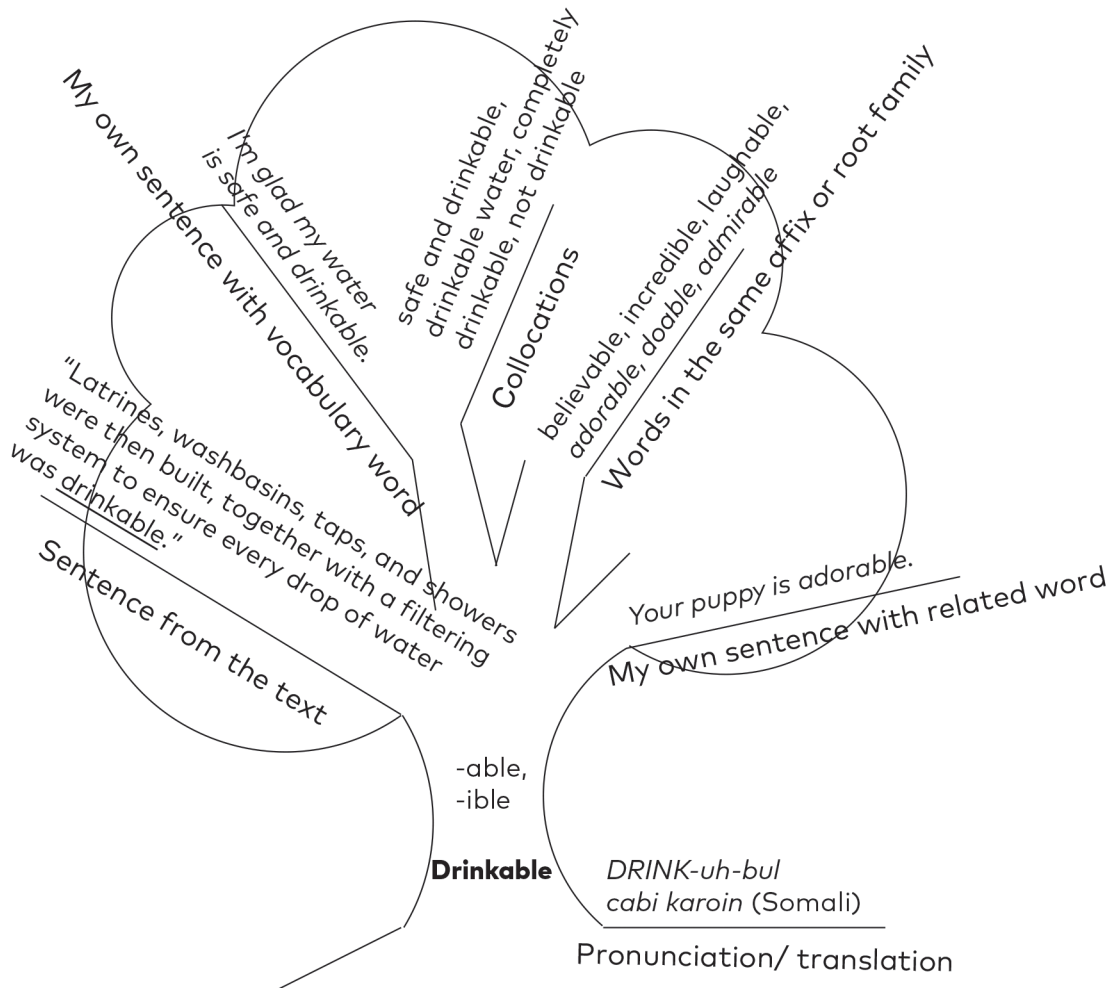
Day 2

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

Prefix	Root	Suffix	Definition of Affix
	drink	-able, -ible	<i>can be done, usually an adjective</i>

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

Answers will vary, but may include:

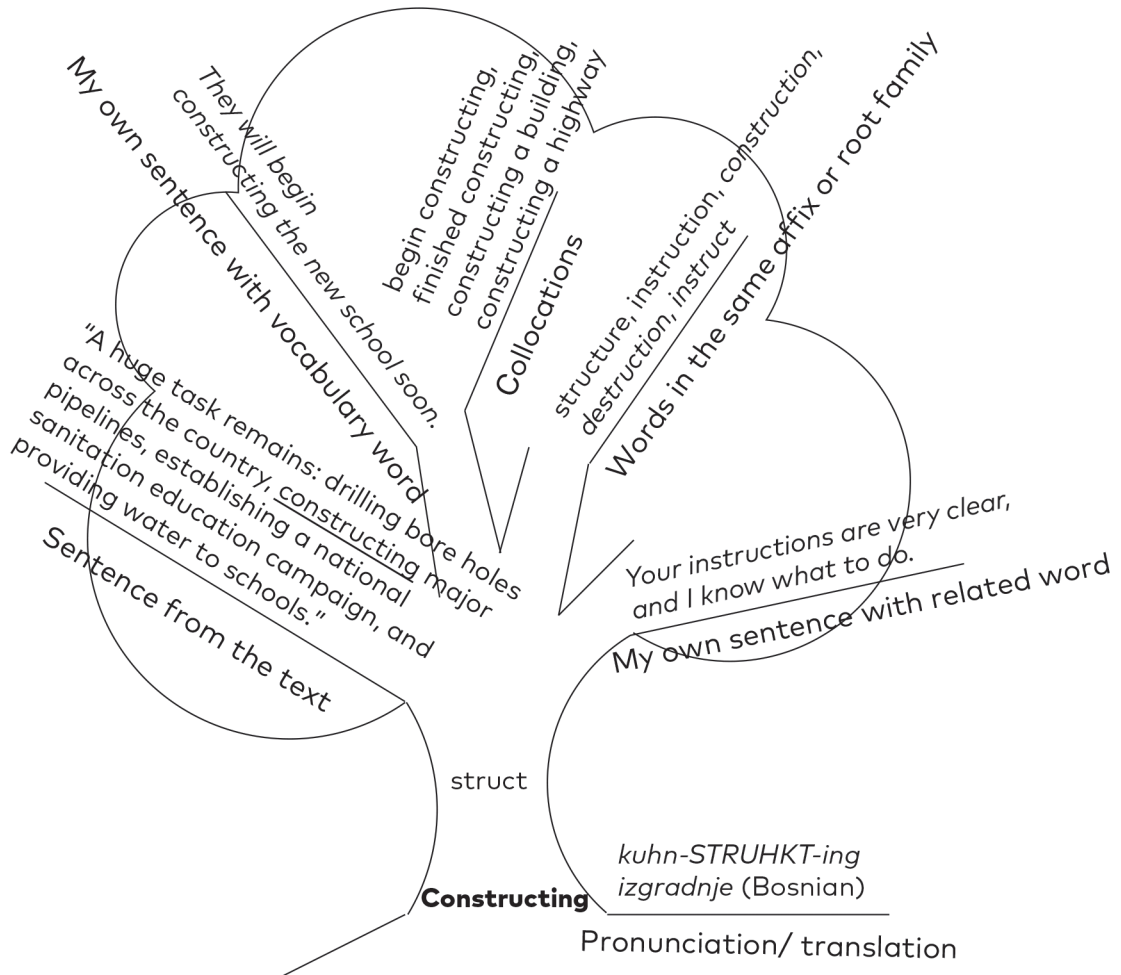


Day 4

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

Prefix	Root	Suffix	Definition of Affix
con (meaning together or with)	struct—meaning to build	-ing	-ing means continuous action

2. Complete the Vocabulary Tree for the word **constructing**:
 Answers will vary, but may include:





Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can write a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)

Day 4:

- I can write a paragraph to argue whether or not it is worthwhile for third-graders to study water issues. (W.3.1)
- I can give strong reasons to support my opinion. (RI.3.1, W.3.1b)
- I can revise my paragraph to make it stronger. (W.3.1c, W.3.5)

Student Materials

Days 2 and 4:

- Various texts from Units 1–2
- Lined paper
- Colored pencils (optional; red, green, yellow, and blue)

Directions:

Day 2

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

Writing Prompt:

Is it worthwhile for third-graders to learn about water issues? Support your opinions with strong reasons.

1. Discuss what you will write about with a partner. Use any of your texts from Units 1–2 to help you find evidence to support your reasons.

Conversation prompt	Sentence frames
<p>First, I will introduce the topic. I will write something like ...</p> <p>Then I will give the focus of my paragraph. I will write something like ...</p>	<p>"In our class, we have been studying water issues. We've learned _____. As a result, _____."</p> <p>"I believe it is/is not worthwhile for third-graders to study water issues because _____."</p>
<p>Then I will explain the _____. I will write something like ...</p>	<p>"The first reason it is/is not worthwhile is _____."</p> <p>"As a result, _____."</p> <p>"For instance, _____."</p>
<p>Then I will give my second reason. I will write something like ...</p>	<p>"The second reason it is/is not worthwhile is _____."</p> <p>"For example, _____."</p> <p>"Therefore, _____."</p>
<p>Finally, I will restate my opinion. I will write something like ...</p>	<p>"Therefore, I believe it is/is not worthwhile for third-graders _____. Furthermore, _____."</p>

2. Write your paragraph on the lined piece of paper.

Day 4

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

1. Finish writing your paragraph.

MORE CHALLENGE:

After you finish your paragraph, reread it and color-code it using colored pencils. If you don't find something in your paragraph, you may revise it to include it.

- Underline in **red** the sentences where you introduce the topic.
- Underline in **green** your focus statement.
- Underline in **yellow** the sentences where you explain your first reason.
- Underline in **blue** the sentences where you explain your second reason.

Then check for the following:

- Put a star above any linking words (e.g., *As a result*, *Therefore*, *For example*, *For instance*, *In addition*) that you used.
- Circle the words *worthwhile* and *reason* in your paragraph.

MORE CHALLENGE:

If you finish writing and revising your paragraph, write another paragraph—but try to argue the other side. For example, if you said it **is** worthwhile, now argue it is **not** worthwhile for third-graders to study water issues.