Grade 5: Module 1: 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.)

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 5M1 UNIT 2 OVERVIEW	
Reading and Speaking Fluency/GUM RF.5.4a, RF.5.4c, L.5.4	• Students are allocated a fluency passage for the week. They practice reading it, with a focus on self-correcting. • *ELLs are allocated a fluency excerpt for the week. They participate in Language Dive conversations to focus on the meaning of the text and the language structures that the reader uses to read aloud fluently. They practice reading the excerpt, with a focus on self-correcting.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Additional Work with Complex Text	• Students do not work on this component in this unit.
Independent Reading RL.5.10, RI.5.10, SL.5.1	• All students read both research texts (related to the topic of human rights) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, record new vocabulary words in their vocabulary logs, and share their learning from reading in a group discussion. • *ELLs complete the same activities as other students.*
Writing Practice W.5.2, W.5.4, W.5.10, L.5.1f	• All students are introduced to writing fluency and stamina. They discuss and practice strategies for ways to write continuously and practice using subjects and predicates to form complete sentences. • *ELLs complete the same activities as other students.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Word Study and Vocabulary	• Students do not work on this component in this unit.

ALL 5M1 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 ALL Block: Week 1, Day 1 ***Note: This ALL Block component assumes students have already read the chapter "Las Cebollas" of* Esperanza Rising*, which happens in Unit 2, Lesson 1 of the module lessons.*	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students are introduced to fluency texts and practice reading aloud, including in funny voices. **Learning Targets: I can read a text aloud fluently and accurately.** (RF.5.4) **I can define the words *fluently* and *accurately* in my vocabulary log.** (RL.5.4, L.5.4) *With teacher guidance, ELLs are introduced to a fluency excerpt from the module lessons and practice reading aloud, including in funny voices. They participate in a Language Dive to better understand the meaning of the excerpt.* *See the Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher Guide for instruction that has been differentiated for ELLs.* **Printed Materials:** • Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher Guide	**Independent Work** **Overview:** Students work in pairs to analyze the meaning of the words *fluency* and *accurately*. **Learning Target: I can define the words *fluency* and *accurately* in my vocabulary log.** (RL.5.4, L.5.4) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 1: Independent Work: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read research texts (module-related) for 7 minutes and log their reading in their independent reading journals. **Learning Target: I can read my research reading text independently for 7 minutes.** (RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 1: Independent Reading: Student Task Card

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ALL 5M1 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 3 ALL Block: Week 1, Day 2	**Independent Reading** **Overview:** Students use the Jigsaw protocol to familiarize themselves with the Informational Reading Prompt Bookmarks. **Learning Targets: I can read my research reading text independently for 10 minutes.** (RI.5.10) **I can choose and respond to an appropriate reading prompt.** (RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 1, Day 2: Independent Reading: Teacher Guide • Informational Reading Prompt Bookmarks • Directions for Introducing the Independent Reading Prompt Bookmarks (one to display)	N/A	N/A

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ALL 5M1 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 4 ALL Block: Week 1, Day 3	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students are introduced to fluency texts and practice reading aloud, including in funny voices. **Learning Target: I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes.** (RF.5.4c) *With teacher guidance, ELLs are introduced to a fluency excerpt from the module lessons and practice reading aloud, including in funny voices. They participate in a Language Dive to better understand the meaning of the excerpt.* *See the Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher Guide for instruction that has been differentiated for ELLs.* **Printed Materials:** • Unit 2, Week 1, Day 3: Reading and Speaking Fluency/GUM: Teacher Guide	**Independent Work** **Overview:** Students work in pairs practicing reading aloud fluently and accurately. **Learning Target: I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes.** (RF.5.4c) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. **Learning Target: I can read my research reading text independently for 5 minutes.** (RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 5M1 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 5 ALL Block: Week 1, Day 4	**Reading and Speaking Fluency/GUM** **Overview:** With teacher guidance, all students are introduced to fluency texts and practice reading aloud, including in funny voices. **Learning Target: I can read a text aloud fluently and accurately and use the context to self-correct when I make mistakes.** (RF.5.4a, RF.5.4c) *With teacher guidance, ELLs are introduced to a fluency excerpt from the module lessons and practice reading aloud, including in funny voices. They participate in a Language Dive to better understand the meaning of the excerpt.* *See the Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher Guide for instruction that has been differentiated for ELLs.* **Printed Materials:** • Unit 2, Week 1, Day 4: Reading and Speaking Fluency/GUM: Teacher Guide	**Independent Work** **Overview:** Students work in pairs practicing reading aloud fluently and accurately. **Learning Target: I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes.** (RF.5.4c) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to read for 5 minutes and then choose and respond to a prompt in their independent reading journals. **Learning Target: I can read my research reading text independently for 5 minutes.** (RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 5M1 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 6 ALL Block: Week 2, Day 1	**Writing Practice** **Overview:** With teacher guidance, all students are introduced to what it means to write fluently and begin to build up their writing stamina. They choose from several prompts related to their independent reading as they write continuously for 5 minutes. **Learning Target: I can write fluently for 5 minutes.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2, Day 1: Writing Practice: Teacher Guide • Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (◆◆), (■), (▲)	**Independent Work** **Overview:** Students write fluently in response to a prompt. **Learning Target: I can write fluently in response to a prompt.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2: Independent Work: Student Task Card	**Independent Reading** **Overview:** All students follow a task card to independently read free choice texts for 7 minutes, log their reading in independent reading journals, and respond to a prompt in their independent reading journals. They debrief the steps with a partner. **Learning Targets: I can read my free choice reading text independently for 7 minutes.** (RL.5.10, RI.5.10) **I can respond to a prompt about my free choice reading text.** (RL.5.10, RI.5.10) **I can clearly explain my thinking to a partner.** (SL.5.1) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2: Independent Reading: Student Task Card
Lesson 7 ALL Block: Week 2, Day 2	**Writing Practice** **Overview:** To continue building their writing stamina, students choose from several prompts related to their independent reading as they write continuously for 5 minutes. They also practice using the ALL Independent Group Work protocol. **Learning Target: I can write fluently for 5 minutes.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2, Day 2: Writing Practice: Teacher Guide	**Independent Work** **Overview:** Students write fluently in response to a prompt. **Learning Target: I can write fluently in response to a prompt.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to independently read free choice texts for 7 minutes, log their reading in their independent reading journals, and respond to a prompt in their independent reading journals. They debrief the steps with a partner. **Learning Targets: I can read my free choice reading text independently for 7 minutes.** (RL.5.10, RI.5.10) **I can respond to a prompt about my free choice reading text.** (RL.5.10, RI.5.10) **I can clearly explain my thinking to a partner.** (SL.5.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

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ALL 5M1 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 3	**Independent Reading** **Overview:** Students use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks. **Learning Targets: I can read an independent reading text with increasing stamina.** (RL.5.10, RI.5.10) **I can choose and respond to an appropriate reading prompt.** (RL.5.10, RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2, Day 3: Independent Reading: Teacher Guide • Literary Reading Prompt Bookmarks	N/A	N/A
Lesson 9 ALL Block: Week 2, Day 4	**Writing Practice** **Overview:** With teacher guidance, all students work on writing complete sentences with a subject and a predicate. **Learning Targets: I can write fluently for 7 minutes.** (W.5.2, W.5.4, W.5.10) **I can write complete sentences with a subject and a predicate.** (L.5.1f) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.* **Printed Materials:** • Unit 2, Week 2, Day 4: Writing Practice: Teacher Guide • Subject/Predicate sentence strips	**Independent Work** **Overview:** Students write fluently in response to a prompt. **Learning Target: I can write fluently in response to a prompt.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** All students follow a task card to participate in a Text Share with a small group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. **Learning Target: I can listen carefully and ask questions of others about their free choice reading.** (RL.5.10, RI.5.10, SL.5.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 10	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 5M1 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 11	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 14	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 15	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 16	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 1: Teacher Guide

Daily Learning Targets

- I can read a text aloud fluently and accurately. (RF.5.4)
- I can define the words *fluently* and *accurately* in my vocabulary log. (RL.5.4, L.5.4)

Teaching Notes

- In this component, students read an excerpt of the chapter "Las Cebollas" in *Esperanza Rising* for fluency. This chapter is read in Unit 2, Lesson 1 module lesson, and this lesson assumes students have already read this chapter.
- In this lesson, a third independent work component is introduced, to begin to get students used to cycling through three components in a 60-minute ALL Block. For this week, the new independent work component contains elements of Word Study and Vocabulary and also Reading and Speaking Fluency/GUM.
- Because students are learning the routines and components of the ALL Block, this lesson contains 15 minutes of whole class instruction, resulting in only 15 minutes of small group instruction with each of the three groups.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always Independent Reading.
- When students are not meeting with the teacher, they work independently. In this lesson, they read independently and practice adding words to their vocabulary logs. Consider alternative activities if students are unlikely to stay focused for these activities.
- In this component, students work with the teacher in differentiated groups. Suggestions for grouping for Reading and Speaking Fluency/GUM for this week are made in the Unit Overview. Groups are flexible and should change depending on the component and the task card.
- Be aware that human rights threats and the events of *Esperanza Rising* may be sensitive for students. Provide reflection time to give students an opportunity to process connections they make. Be aware these connections may be personal, and students are not required to share them.
- **Differentiation:** Students will read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

- **In advance:**
  - Post Poster Walk Poster 4.
  - Intentionally group students for the small group instruction time. See the suggested grouping on the Unit Overview. Consider placing ELLs who need less support in one of the other student groups.
  - Organize the room and prepare the materials needed for Independent Reading, the Independent Work, and the Reading and Speaking Fluency/GUM work students will complete. The materials for the two independent components should be situated in different areas of the room to ensure students are working in a group with others on the same component task card.

Materials

- ☑ Poster Walk Poster 4 (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Group Work in the ALL Block poster (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; one to display)
- ☑ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ☑ Unit 2, Week 1: Independent Work: Student Task Card (one per student)
- ☑ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ *Esperanza Rising* (one per student)
- ☑ Sticky notes (two per student)
- ☑ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ☑ ▲ Chart paper (optional; one piece; used by the teacher during the Language Dive)
- ☑ ▲ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ☑ ▲ Paint chip samples (four different samples in one shade)

Whole Class Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they are continuing to learn about the ALL Block, its purpose, and how it works.
- Using a total participation technique, invite responses from the group:

  "What kinds of tasks will you be working on in the ALL Block?" (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)
- Direct students' attention to **Poster Walk Poster 4**.
- Point out the phrase "reading aloud smoothly, with expression." Tell students this is a good definition of the word *fluently*.
- Point out the phrase "without making mistakes" and tell students this is a good definition of the word *accurately*.

- Turn and Talk:

  "What will you be working on today in the fluency portion of the ALL Block?" (reading fluently and accurately)

- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher to practice reading and speaking fluently. They will also read independently.
- Tell students they will practice a new part of the ALL Block routine. Instead of just two rotations, one with the teacher and one working on independent reading, there will be three: one with the teacher, one independent reading, and one working independently on a new task card.
- Tell students that usually in the ALL Block when they aren't in the group working with the teacher, there will be two other activities for them to choose from. One will always be independent reading, and the other will be working independently on another component with a task card. They will be required to do both activities, but they get to choose which one they will do first.
- Tell students they are going to practice this now in a simulation. Point out where students can find the **Unit 2, Week 1: Independent Reading: Student Task Card** with the materials required to complete those task cards, and the **Unit 2, Week 1: Independent Work: Student Task Card** with the materials required to complete those cards.
- Call the names of the students in one of the groups, and invite them to come and stand with you. Invite the rest of the students to decide where they would like to go first: Independent Reading, or Independent Work on another component, and to go to that place quickly and quietly.
- Once students have settled, call out stars and steps you noticed. For example, "I noticed Sergei was heading toward Independent Reading, but when he noticed there were a lot of other students there, he changed his mind and went to the other component."
- Emphasize to students that when choosing which of the independent components to do first, they should consider how many students are already in that area, because having too many students working on one component can be noisy and distracting. If that is clearly the case in the way students have chosen independent components, invite a few students to move over to the other independent component.
- Tell students they will now pretend they have spent 20 minutes working, and are now going to practice transitioning smoothly, quickly, and quietly to the next place. First call the names of students in the next group to work with you, and tell the rest to choose which component they are going to work on next. Remind students they can't stay at the component they are already at.
- Once students have settled, repeat.
- Invite students to return to their seats.
- Direct students' attention to the **Supporting Peers anchor chart** and select a volunteer to read the criteria. Tell students they must keep these criteria in mind today as they work with their classmates in small groups.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout. Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the ALL Independent Group Work protocol to work through their task card as a group.

■ ● ◆ Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students in the teacher-led group to open up their copies of ***Esperanza Rising*** and use **sticky notes** to mark the passage they will use to work on reading fluency.
  - ■ Starting on the top of page 100 and continuing to page 103: "We don't even have a room to call our own."
  - ● ◆ Starting on the top of page 100 and continuing to page 105: "We will not be here for long."
- Invite students to follow along, reading silently in their heads as you read the text aloud.
- Turn and Talk:

  "What do you think is the gist of this excerpt?" (Responses will vary, but may include that Esperanza is reacting to seeing the migrant laborer camp for the first time.)

  "What emotions does Esperanza have in this passage? What words or phrases help you understand her emotion?" (Responses will vary, but may include that Esperanza is feeling angry, disappointed, or frustrated.)

  "How can you reflect Esperanza's emotion in your voice?" (Responses will vary, but students should understand that they should match the emotion of the characters in their voice, especially in the dialogue. Also, they should emphasize the words or phrases that express the emotion clearly.)
- Select volunteers to share out and answer clarifying questions about the text.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don't recognize or can't figure out how to pronounce.
- Tell students they will get a chance to try reading the passage with a voice full of emotion and with a voice with no emotion—like a robot. They should be able to really hear the difference between the two.
- Invite students to partner up and label themselves A and B.
  - Invite partner A to whisper read his or her excerpt to partner B.
  - Switch roles.
  - Invite partner A to read his or her excerpt to partner B like a robot with no emotion. Model this for students before they begin. Tell students that reading like a robot should feel "wrong" because there is a lot of emotion in this piece of writing.
  - Invite partner B to read his or her excerpt to partner A with a voice full of emotion to match the content of the text. Model this for students before they begin.
  - As time permits, invite A and B to switch roles.
- To ensure that the general purpose of reading in exaggerated voices is transparent, cue students to problem-solve:

  "Can you figure out why we are reading in funny, exaggerated voices?" (Responses will vary, but may include: It helps us think about tone and expression, and change our focus from worrying about reading each word perfectly. When we worry too much about getting something right, it can sometimes stop us from doing as well as we would like.)

Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising*.
- Tell students they will read a passage from this chapter that describes the migrant laborer camp in which Esperanza lives. Remind students that they read this chapter in the module lessons.
- Invite students to mark the start and finish of their passage by placing a sticky note in the beginning of the chapter on page 100 and another sticky note on page 103 right after the sentence "We don't even have a room to call our own."
- Invite students to read their passage aloud chorally.
- Mini Language Dive:
  - Record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - Encourage productive and equitable conversation among students about the meaning of the passage. Monitor and guide conversation with questions such as:

    "What is the gist of the passage?" (Esperanza has arrived in the migrant laborer camp, and it is crowded and the living arrangements are much worse than she is used to.)

    "How does Esperanza feel about being in camp? What, in the passage, makes you think so?"
  - Tell students you will give them time to think and discuss with their partner. (She feels angry. The text says she felt "anger crawling up her throat." Students may also say she misses her father when she sees the other families.)
  - Tell students they are going to think more about what Esperanza feels when she arrives in the camp.

    "Turn and talk with an elbow partner about what you picture in your mind when you read this passage. What words or phrases in the passage help you picture it?" (Responses will vary, but students should identify that the camp is crowded and the living accommodations are crude. They may identify words and phrases like: "they weren't as nice as the servants' cabins," "surrounded by fields," "tiny cot," "mattress on the floor," "we can't possibly all fit," and "we are living like horses.")
  - Discuss unfamiliar key words and phrases with students as necessary. Say:

    "There are some words and phrases in this passage you might not know:* horse stalls, wooden cabin, bunkhouse, *and* wooden building. *Can anyone figure out what these have in common or how they are similar?" (They are words that describe a type of building.)
  - Write the words *horse stalls*, *cabin*, *bunkhouse*, and *wooden building*, each one on a different shade of a **paint chip sample**. Place them on the wall and discuss how they each name a different category of building. For heavier support, provide a picture of each type of building.
  - Ask:

    "Which kind of building does Esperanza live in in the camp?" (a cabin)

    "Why do the cabins remind Esperanza of horse stalls? (Because she is not used to living in cabins, the cabins remind her of the horse stalls at the ranch and make her feel like the people at the camp are living like animals.)

"How does your conversation about this passage add to your understanding of why Esperanza is angry?"

- Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: Because this is not the way Esperanza is used to living, she is angry. She thinks the camp is more fit for animals than for people.)
- If productive, cue students to expand the conversation about how the words for the buildings add to our understanding of Esperanza's feelings:

  Conversation Cue: "So do you mean...?" (Responses will vary.)

- Display the sentence frame: "As Esperanza looks around the camp, she feels angry because _____."

  "Who can use this sentence to talk about the camp?"

- Invite students to turn to an elbow partner and share their sentence. After inviting volunteers to share sentences, ask the group to confirm that the sentences are good or to correct them. (Responses will vary; ensure students understand the camp is crowded and the living arrangements are crude.)

- Model reading aloud the passage.
- Invite students to continue practicing reading their passage aloud:
- Invite students to read their passages aloud chorally.
  - Ask students to turn to an elbow partner and to label themselves A and B.
  - Partner A whisper reads his or her passage to partner B. Repeat with B whisper reading to A.
  - Partner A reads his or her passage to partner B like a robot. Model this for students before they begin.
  - Partner B reads his or her passage to partner A with a voice full of emotion. Model this for students before they begin.
  - Switch so partner B gets to read like a robot and A gets to read with a voice full of emotion.
- To ensure that the general purpose of reading in funny voices is transparent, cue students to problem-solve using:

  "Can you feel a difference in your voice when you try to fill your voice with emotion and when you try to take all the emotion out like a robot? Which helps you understand the text better?" (Responses will vary, but may include: It's easier to understand the text when we fill our voice with emotion.)

- Guide students through a Think-Pair-Share:

  "Which words were easy to read, and which were difficult? What would make it easier to read the difficult words next time?" (Responses will vary.)

Independent Reading

Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can read my research reading text independently for 7 minutes. (RI.5.10)

Day 2:

- I can read my research reading text independently for 10 minutes. (RI.5.10)
- I can choose and respond to an appropriate reading prompt. (RI.5.10)

Day 3:

- I can read my research reading text independently for 5 minutes. (RI.5.10)
- I can choose and respond to an appropriate reading prompt. (RI.5.1)

Day 4:

- I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)

Student Materials

Day 1:

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

Days 2 and 3:

- ☑ Research reading text
- ☑ Independent reading journal
- ☑ Vocabulary log
- ☑ Informational Reading Prompt Bookmarks (one set per group)
- ☑ Signal card

Day 4:

- ☑ Research reading text
- ☑ Vocabulary log
- ☑ Signal card

Directions:

Day 1

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

1. Read your independent research reading text for 7 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and domain-specific words at the back.

Day 2

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

1. Read your research reading text independently for 10 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.

4. Choose a prompt from the Informational Reading Prompt Bookmarks to respond to. Respond to the prompt in your independent reading journal.

Day 3

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

1. Read your research reading text independently for 5 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.

4. Choose a prompt from the Informational Reading Prompt Bookmarks to respond to. Respond to the prompt in your independent reading journal.

Day 4

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

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
   a. One thing you have learned from your research reading text
   b. 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:
   a. Pass your research reading text around.
   b. Share one thing that you have learned.
   c. Share two new vocabulary words and their meanings.

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

Independent Work

Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____

Daily Learning Targets

- Day 1: I can define the words *fluently* and *accurately* in my vocabulary log. (RL.5.4, L.5.4)
- Days 3 and 4: I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes. (RF.5.4c)

Student Materials

Day 1:

- ☑ Vocabulary log
- ☑ Online or paper dictionary (if needed)

Days 3 and 4:

- ☑ Research reading text
- ☑ Paper (one piece per pair)

Directions:

Day 1

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

Complete this task card with a partner.

1. Label yourselves partner A and partner B.

2. Partner A read aloud this sentence:
   a. Because the storyteller was reading the book aloud *fluently*, it was easy to listen to and understand the story.

3. Partner B read aloud this sentence:
   a. If you can *accurately* tell me how to make a cheese sandwich, I think I'll be able to do it.

4. Discuss the meaning of *fluently* and *accurately* with your partner.

5. Record the words *fluently* and *accurately* in your vocabulary log. Remember, these are academic words.

6. Compare how you completed your vocabulary log for each word with a new partner. Practice using the words in sentences.

MORE CHALLENGE: Write a new sentence for each of the words on the back of this card.

Days 3 and 4

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

1. Label yourselves partner A and partner B.

2. Partner A:
   a. Select a paragraph from your research reading text.
   b. Whisper read the paragraph aloud.

3. Partner B:
   a. Listen as partner A reads the paragraph aloud.
   b. Mark on paper whenever partner A self-corrects.

4. At the end of the paragraph, partner B reports how many times partner A self-corrected.

5. Switch roles and repeat steps 2–4.

MORE CHALLENGE: Take turns rereading sentences in different voices (e.g., like a mouse, like an old woman, like a tired person).

Independent Reading

Unit 2, Week 1, Day 2: Teacher Guide

Daily Learning Targets

- I can read my research reading text independently for 10 minutes. (RI.5.10)
- I can choose and respond to an appropriate reading prompt. (RI.5.10)

Teaching Notes

- In this lesson students complete an Independent Reading: Student Task Card with some teacher support. Students use the Jigsaw protocol to familiarize themselves with the Informational Reading Prompt Bookmarks. Note: In Week 2, Day 3, students will use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks. Together these bookmarks are referred to as the Independent Reading Prompt Bookmarks. Students will work with the full set of bookmarks in Writing Practice: Week 2, Day 4 and throughout future modules.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction. In future ALL Block lessons, the teacher will lead only small group instruction and students will work with multiple components in one lesson.
- Be aware that human rights threats and the events of *Esperanza Rising* may be sensitive for students. Provide reflection time to give students an opportunity to process connections they make. Be aware these connections may be personal, and students are not required to share them.
- **Differentiation:** Consider working with a few students who need additional support during the Jigsaw protocol. For ELLs who need heavier support, repeat and rephrase the bookmarks. Or strategically pair ELLs and allow students to work in pairs for the jigsaw activity. Additionally, some students may benefit from having more or fewer bookmarks to be individually responsible for during the Jigsaw protocol.
- **In advance:**
  - Strategically group students into groups of six for the jigsaw.
  - Prepare materials required for independent work (see Independent Work and Independent Reading: Student Task Card).
  - Prepare the Informational Reading Prompt Bookmarks by creating two per student. In a group of six, each student should have two bookmarks and none should be repeated.
  - Review the Jigsaw protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

Materials

- ☑ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ☑ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)

- ☑ Research reading texts (one per student)
- ☑ Independent reading journal (from Unit 1, Lesson 2 module lesson; one per student)
- ☑ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ☑ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Informational Reading Prompt Bookmarks (two per student; see Teaching Notes)
- ☑ Directions for Introducing the Independent Reading Prompt Bookmarks (one to display)
- ☑ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2 module lesson)

Whole Class Instruction: Introducing Reading Prompt Bookmarks (60 minutes)

- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and every week they will have time to read independently in class. Today they will learn about some of the different prompts they might respond to, based on their reading.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and focus students on the Day 2 learning targets, materials, and instructions.
- Inform students that this is a routine they will use in the ALL Block each time they work independently on a component such as Independent Reading. They will use the task card to respond to a prompt, add vocabulary to their vocabulary log, and sometimes share what they have learned with a small group. For heavier support of ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.
- Invite students to retrieve the following:
  - **Research reading texts**
  - **Independent reading journal**
  - **Vocabulary log**
  - **Signal card**
- Select a volunteer to read step 1 on the Student Task Card. Assure students they have been building their reading stamina by reading at home and reading in class and you are confident they will be able to quietly read for 10 minutes.
- Turn and Talk:

  "What strategies will you use to stay focused while you read today?" (Responses will vary.)
- Remind students how to use their signal cards and invite them to begin reading their research reading texts.
- Circulate to support students as they read. Remind them to read for the entire 10 minutes, stopping students and restarting the time as needed until the entire class has read for 10 consecutive minutes.
- Refocus whole group.
- Give students specific, positive praise on their perseverance in building their reading stamina. (Example: "I saw you refocus after you got distracted.")
- Remind students that their independent reading journal is an important part of their independent reading time. This is where they reflect on their learning and track their progress through the text.

- Remind students how to log their reading in their independent reading journals and model as necessary.
- Direct students to complete step 2 on their task card (record the date, text title, author, and pages read).
- Remind students to put academic vocabulary in the front of their vocabulary log and topical vocabulary in the back. Direct students to complete step 3 and add a vocabulary word to their vocabulary logs. Circulate to provide assistance.
- After a few minutes, select a volunteer to read step 4 aloud. Explain that the reading prompt bookmarks are tools students will use to reflect on their independent reading.
- Distribute the **Informational Reading Prompt Bookmarks**. Tell students they will now use the Jigsaw protocol to familiarize themselves with these bookmarks.
- Briefly introduce the Jigsaw protocol. Explain that in a Jigsaw protocol, they will work in a small group to read and understand a longer text. Each member of the group will be responsible for reading and explaining one part of the text to the rest of the group. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Move students into pre-determined groups of six.
- Direct students' attention to the **Directions for Introducing the Independent Reading Prompt Bookmarks**. Invite students to follow along, reading silently in their heads as you read the directions aloud.
- Before students begin the protocol, select a volunteer to explain the difference between literary and informational texts. Use a Goal 1 Conversation Cue to ensure student understanding:

  Conversation Cue: "Can you give an example of an informational text? Of a literary text?" (Ensure students understand that their research reading text is an informational text.)

- Answer clarifying questions. Ensure students understand that these are prompts they will use when reading informational texts, and focus them on the "RI" to show this. Explain this means reading informational text.
- Invite students to begin the protocol.
- Remind students that if they don't know the meaning of any of the words, they should choose a vocabulary strategy from the **Close Readers Do These Things anchor chart** to determine the meaning.
- After 10 minutes, refocus whole group. Point out to students that they have focused on bookmarks for informational texts today, and next week they will focus on bookmarks for literary texts.
- Read step 4 on the task card aloud. Point out that students will need to choose their prompt carefully. For example, they won't be able to choose an illustration if there aren't any in the text they are reading.
- Invite students to complete step 4 on their task card.
- Circulate to provide assistance or work with a small group of students who need more direct support. For heavier support of ELLs, invite students first to discuss step 4 in home language groups if they desire. Consider helping students select a prompt and discuss the meaning of the prompt. Invite them to begin responding by sketching their ideas.
- After 5 minutes, refocus whole group. Select a few volunteers to share the prompt they chose and their response with the group.

- Turn and Talk:

  "What did we learn today about independent reading?" (the importance of Informational Reading Prompt Bookmarks and how to use them)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the Independent Reading component.

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

- Give students specific, positive feedback on their perseverance in continuing to learn new routines. Tell students they will get a chance to practice this routine again tomorrow in small groups.

Independent Reading

Unit 2, Week 1, Day 2: Informational Reading Prompt Bookmarks

Directions:

Consider printing these onto colored cardstock and laminating them for continued use. Create at least two sets for each table in your classroom.

Key: RI = Informational

RI:	Determine two or more main ideas and explain how they are supported by key details from the text. Remember to quote accurately from the text. (RI.5.2)
RI:	Choose two sentences or paragraphs and describe how they are connected. Remember to quote accurately from the text.
RI:	What point is the author making? What reasons and evidence does he or she use? Remember to quote accurately from the text. (RI.5.8)
RI:	Choose an illustration. Describe how it helps you understand the meaning of the text. Remember to quote accurately from the text.

RI:	What are the most important details in the text you read today? Why? Remember to quote accurately from the text.
RI:	Summarize what you read in your own words in no more than three sentences.
RI:	How is what you read about today connected to what you are learning in the module lessons?
RI:	Draw and label a picture about the text you read today.

RI:	What new questions do you have after reading today? Remember to quote accurately from the text.
RI:	What was the most interesting fact you learned today? Why is it interesting to you? Remember to quote accurately from the text.
RI:	Choose one sentence from the text. Rewrite it in your own words.
RI:	Choose one new word you learned in your reading today. Use it in a new sentence.

Independent Reading

Unit 2, Week 1, Day 2: Directions for Introducing the Independent Reading Prompt Bookmarks

1. Allocate a facilitator and timekeeper.

   Timekeeper: Set the timer for 5 minutes.

You have 5 minutes to:

2. Read through your two bookmark prompts.

3. Determine the three most important words on each bookmark and circle them. Be prepared to share them with your group.

4. If you don't know the meaning of any of the words, choose a vocabulary strategy from the Close Readers Do These Things anchor chart to determine the meaning.

5. If you finish early, continue reading your research reading text.

   Timekeeper: Set the timer for an additional 5 minutes:

6. Facilitator: Ensure each person shares with the group the prompts on his or her bookmarks. One at a time, all group members should read their prompts aloud and say in their own words what each prompt requires them to do.

Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 3: Teacher Guide

Daily Learning Target

- I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes. (RF.5.4c)

Teaching Notes

- In this component, students continue to read an excerpt of "Las Cebollas" from *Esperanza Rising* for fluency. Today, they focus specifically on self-correcting when they make a mistake.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- Be aware that human rights threats and the events of *Esperanza Rising* may be sensitive for students. Provide reflection time to give students an opportunity to process connections they make. Be aware these connections may be personal, and students are not required to share them.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive (e.g., draw a visual for each step in the formula of the sentence frame—seeing a spider + an open mouth of surprise = a scared face). Focus students on a shorter passage with an emphasis on the meaning of the passage rather than on perfect fluency, and omit the reading in exaggerated voice variations. For lighter support, ask students to create their own sentence frames from the original sentence.
- **In advance:**
  - Post Poster Walk Posters 4 and 5 in strategic places around the room.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).
  - Prepare a few sets of the Informational Reading Prompt Bookmarks for each group.

Materials

- ☑ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ☑ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ☑ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ☑ Informational Reading Prompt Bookmarks (from Week 1, Day 2; two or three sets per group)
- ☑ Unit 2, Week 1: Independent Work: Student Task Card (distributed on Week 1, Day 1; one per student)
- ☑ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ *Esperanza Rising* (one per student)
- ☑ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ☑ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ☑ ▲ Chart paper (optional; one piece; used by the teacher during the Language Dive)
- ☑ ▲ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ☑ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Whole Class Instruction: Introducing Learning Target and Tasks (5 minutes)

- Review the Daily Learning Target and discuss its meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Review the meaning of *fluently* and *accurately*. Select volunteers to share how they defined these words in their vocabulary logs on Week 1, Day 1.
- Turn and Talk:

  "What does it mean to self-correct?" (to realize a mistake and correct it yourself)
- If productive, cue students to expand the conversation by giving an example:

  Conversation Cue: "Can you give an example of when you might self-correct inside or outside of school?" (Responses will vary.)
- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren't too many other students.
- Invite students to return to their seats.
- Answer clarifying questions.

- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, the **Informational Reading Prompt Bookmarks**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use their ALL Independent Group Work protocol handout to work through their task card as a group.

■ ● ◆ Small Group Instruction: Working on Reading Fluency
(15 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students in the teacher-led group to retrieve their copies of ***Esperanza Rising*** and to turn to the excerpts marked in the previous lesson.
- Invite students to read their passage aloud chorally.
- Read page 101 again aloud. This time, make the following deliberate mistakes:
  - Leave out a word in the second paragraph. Consider thinking aloud:

    "Does it make sense? No, because ____."
  - Once it is clear from the context that this doesn't make sense, go back to read it correctly. Consider thinking aloud:

    "Does it make sense? Yes, because ____."
  - Misread a word in sixth paragraph, perhaps reading *thinking* instead of *thankful*. Consider thinking aloud:

    "Does it make sense? No, because ____."
  - Once it is clear from the context that this doesn't make sense, go back to read it correctly. Consider thinking aloud:

    "Does it make sense? Yes, because ____."
- Invite students to partner up and guide them through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:

  "What did you notice about what I did when I read that excerpt aloud? How did I react?" (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn't make sense)
- Tell students that you were able to self-correct because you knew it didn't sound right and that it didn't make sense when you continued to read.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn't make sense. Explain that it is important to think about the content of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn't make sense.
- Group students into triads and invite them to label themselves A, B, and C.

- Explain that students are going to whisper read their excerpt to their triad. Tell them this means they need to practice being careful listeners. Remind them also of the **Working to Become Ethical People anchor chart**, specifically the habits of respect and compassion.
  - Invite partner A to whisper read his or her excerpt to the triad, self-correcting after making a mistake. Repeat with partners B and C.
  - Invite partner A to read his or her excerpt to the triad like a robot, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner B to read his or her excerpt to the triad as if Esperanza is angry about being in the labor camp, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner C to read his or her excerpt to the triad as if Esperanza is sad to be in the labor camp, self-correcting after making a mistake. Model this for students before they begin.
  - As times permits, switch roles so each partner has the chance to read his or her excerpt in each voice.
- Tell students that reading in specific kinds of voices can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.

Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising* and to turn to the pages marked in their book on Day 1.
- Read the passage aloud and invite students to follow along in their copy.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
  - Tell students they will continue to think about how Esperanza feels when she arrives at the migrant laborer camp.
  - Display the sentence "Esperanza looked down at her, swallowed, and nodded, suddenly thankful for something." Encourage productive and equitable conversation among students about the meaning of the sentence.
  - Say:

    "There are some words in that sentence you might not know:* looked down, swallowed, *and* nodded. *Can anyone act out one of those three actions?" (Responses will vary. Encourage students to do all three actions and repeat the verb after they do each one.)

    "Let's talk about the collocations, or words that we often say, with* looked, *such as* looked down. *Can we say* looked up? *What are some other words that go with* looked?" *(Yes, we can say* looked up, looked around, looked over, looked back, looked ahead, *etc.* Looked down *is a good collocation to remember.)

- Display the sentence frame: "The teacher looked _____, _____, and _____."
- Pantomime three actions in a row (i.e., look up; clap your hands; and say, "Yeah!"). Invite students to complete the posted sentence frame.
- If productive, repeat the pantomime with three more actions or allow students to pantomime actions for each other or the group.
- Invite students to place a finger on the phrase *suddenly thankful for something* and invite students to read it aloud chorally with you. Turn and Talk:

  "When Esperanza looked down, swallowed, and nodded, how was she feeling? Why was she feeling this way? What, in the passage, makes you think so?" (She felt thankful because she didn't have to go to the bathroom in a ditch.)

- If needed, reread the sentence in context.
- Ask:

  "How does your understanding of this sentence change your understanding of how Esperanza felt when she came to camp?" (Although she was disappointed and angry, she knew it could be worse.)

- If productive, cue students to clarify the conversation by confirming what they mean:

  Conversation Cue: "So, do you mean...?" (Responses will vary.)

- Tell students they will return to this sentence on Day 4 and learn more about how Esperanza was feeling.
- Read page 101 again aloud. This time, make the following deliberate mistakes:
- Leave out a word in the second paragraph. Consider thinking aloud:

  "Does it make sense? No, because _____."

- Once it is clear from the context that this doesn't make sense, go back to read it correctly. Consider thinking aloud:

  "Does it make sense? Yes, because _____."

- Misread a word in sixth paragraph, perhaps reading *thinking* instead of *thankful*. Consider thinking aloud:

  "Does it make sense? No, because _____."

- Once it is clear from the context that this doesn't make sense, go back to read it correctly. Consider thinking aloud:

  "Does it make sense? Yes, because _____."

- Group students into a pair and invite them to label themselves A and B.
- Guide students through an intentional Think-Triad-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partners suggested with the whole group:

  "What did you notice about what I did when I read that passage aloud? How did I react?" (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn't make sense)

- Explain that you were able to self-correct because you knew it didn't sound right and that it didn't make sense when you kept reading.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn't make sense. Explain that it is important to think about the content

of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn't make sense. They can ask themselves, "Does it make sense? Why?"

- Explain that students are going to whisper read their passage to the triad. Tell them that this means they need to practice being careful listeners. Remind them also of the Working to Become Ethical People anchor chart, specifically the habits of respect and compassion.
  - Invite partner A to whisper read the passage to the triad, self-correcting after making a mistake. Repeat with partner B.
  - Invite partner A to read his or her passage to the triad like a robot, self-correcting after making a mistake. Model this for students before they begin.
  - Invite partner B to read his or her passage to the triad as if Esperanza is angry to be in the camp, self-correcting after making a mistake. Model this for students before they begin.
- Remind students that reading in a specific voice can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.
  - Guide students through a Think-Pair-Share:

    "What mistakes did you make while reading? How did you figure out that you made a mistake?" (Responses will vary.)

Whole Class Instruction: Reflecting on Learning (10 minutes)

- Refocus whole class.
- Give students specific, positive feedback. (Example: "I noticed Henry collaborating effectively with his triad during the small group work.")
- Turn and Talk:

  "What is one challenge you encountered during your work in the ALL Block today?" (Responses will vary.)
- Invite students to share out. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the challenges:

  Conversation Cue: "Can you say more about that?" (Responses will vary.)
- Invite students to silently brainstorm ways they can overcome the challenges.
- Give students specific, positive feedback on their continued ability to learn new routines. Tell them they will get more successful at each component in the ALL Block the more they do it.

Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 4: Teacher Guide

Daily Learning Target

- I can read a text aloud fluently and accurately and use the context to self-correct when I make mistakes. (RF.5.4a, RF.5.4c)

Teaching Notes

- In this lesson, students extend the excerpt they are reading from *Esperanza Rising* for fluency.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to just under 20 minutes. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- When students are not meeting with the teacher, they work independently.
- **Differentiation:** Students will read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
  - Post Poster Walk Posters 4 and 5 in strategic places around the room.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).

Materials

- ☑ Poster Walk Posters 4 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ☑ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ☑ Unit 2, Week 1: Independent Work: Student Task Card (from Week 1, Day 1; one per student)
- ☑ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)

- ☑ *Esperanza Rising* (one per student)
- ☑ ▲ Chart paper (optional; one piece; used by the teacher during the Language Dive)
- ☑ ▲ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ☑ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Whole Class Instruction: Reviewing the Learning Target and Tasks (5 minutes)

- Review the Daily Learning Target and discuss its meaning. Tell students that they will work on independent reading and reading and speaking fluency again in the ALL Block today. Point out **Poster Walk Posters 4 and 5**.
- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren't too many other students.
- Invite students to return to their seats.
- Answer clarifying questions.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent work component and to use the ALL Independent Group Work protocol to work through their task card as a group.

■●◆ Small Group Instruction: Working on Reading Fluency (15 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their copies of ***Esperanza Rising***.
- Explain to students that in this lesson, they are going to extend the passage they are reading aloud. Invite students to mark the start and finish by moving the sticky notes in their book.
  - ■ Starting on the top of page 100 and continuing to page 105: We will not be here for long.
  - ●◆ Starting on the top of page 100 and continuing to the section break on page 106
- Model reading aloud the excerpt.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don't recognize or can't figure out how to pronounce.

- Guide students through an intentional Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

  "How will you know if you have made a mistake when you are reading?" (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won't make sense.)

  "What should you do when you make a mistake when you are reading?" (Go back and reread it so that it does make sense.)

- Invite students to partner up and label themselves A and B. Remind students they don't need to pair up with someone who is reading the same passage.
  - Invite partner A to whisper read his or her excerpt to partner B.
  - Switch roles.
  - Invite partner A to read his or her excerpt to partner B as if Esperanza is excited and happy to be in camp. Model this for students before they begin.
  - Invite partner B to read his or her excerpt to partner A as if Esperanza is confused. Model this for students before they begin.
  - Switch so each partner gets to try each emotion.
- Refocus whole group.
- Turn and Talk:

  "How does it feel to read the passage as if Esperanza is excited and happy?" (Responses will vary, but reading the text this way should feel "wrong" because it doesn't match the content of the passage.)

  "How does rereading the passage several times help you read more fluently?" (Each time, I'm more familiar with the vocabulary.)

- If productive, cue students to expand the conversation by saying more:

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

Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising* and to turn to the pages marked in their book on Day 1.
- Read the passage aloud and invite students to follow along in their copy.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - Tell students they will continue reading the passage from *Esperanza Rising* that they began reading fluently on Day 1.
  - Read the passage aloud, and invite students to follow along on their copy.
  - Encourage productive and equitable conversation among students about the sentence describing how Esperanza reacts to the camp.

    "Close your eyes and imagine you are Esperanza and you are arriving at the migrant laborer camp. How would you feel? Why?"

  - Tell students that you will give them time to think and write or sketch before you cold call. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: angry, sad, disappointed, scared, thankful.)

- Post this sentence on the board or on chart paper: "Esperanza looked down at her, swallowed, and nodded, suddenly thankful for something."
- Remind students they worked with this sentence in Day 3.
- Invite a student volunteer to read the sentence aloud and give specific, positive feedback on pronunciation and/or fluency.
- Then ask:

  "We already discussed that Esperanza felt angry. But this sentence says she felt grateful, too. What made Esperanza feel grateful? What, in the story, tells you so?"

- Tell students you will give them time to think and discuss with their partner. (She felt grateful that she had a toilet and not a ditch.)
- Post the sentence frame: "The student _____, suddenly feeling _____."
- Turn and Talk:

  "Can you use this frame to talk with your partner about something in your life?" (Responses will vary, but may include: The student smiled, suddenly feeling excited; The student looked down, suddenly feeling shy.)

- Add an additional clause before the sentence frame to help clarify the scenario:

  "When the student saw _____, the student _____, suddenly feeling _____." (Responses will vary, but may include: When the student saw her friend, the student smiled, suddenly feeling excited.)

- Tell students they will now practice using the sentence frame with what they know about Esperanza. Post the sentence frames:
  - "When Esperanza heard that in other camps they had to go to bathroom outside, she _____, suddenly feeling _____."
  - "When Esperanza walked into the cabin, she _____, suddenly feeling _____."
  - "When Esperanza saw children running to their fathers, she _____, suddenly feeling _____."
  - "When Esperanza heard her mother singing, she _____, suddenly feeling _____."
- Invite students to complete the sentence frame, using what happened in the passage. Tell students you will give them time to think and discuss with their partner. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary.)
- If productive, cue students to clarify the conversation by confirming what they mean:

  Conversation Cue: "So, do you mean...?" (Responses will vary.)

- Turn and Talk:

  "How can you show the emotion that Esperanza is feeling while you read aloud?" (Responses will vary, but should include: changing the tone of your voice to reflect the emotion.)

- Invite students to turn to an elbow partner and to label themselves A and B.
- Guide students through a Think-Pair-Share:

  "How will you know if you have made a mistake when you are reading?" (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won't make sense.)

  "What should you do when you make a mistake when you are reading?" (Go back and reread it so it does make sense.)

- Invite partner A to whisper read his or her passage to partner B. Repeat with partner B whisper reading to partner A.
- Invite partner A to read his or her passage to partner B as if angry, like Esperanza. Model this for students before they begin.
- Invite partner B to read his or her passage to partner A as if sad, like Esperanza. Model this for students before they begin.
- As time permits, switch so partner B gets to read as if angry and partner A gets to read like as if sad.
- Guide students through a Think-Pair-Share:

  "Which parts were easy to read, and which were difficult? What would make it easier to read the difficult parts next time?" (Responses will vary.)

- If productive, cue students to expand the conversation by giving an example:

  Conversation Cue: "Can you give an example?" (Responses will vary.)

Writing Practice

Unit 2, Week 2, Day 1: Teacher Guide

Daily Learning Target

- I can write fluently for 5 minutes. (W.5.2, W.5.4, W.5.10)

Teaching Notes

- In this lesson, students are introduced to what it means to write fluently. They choose a prompt from their Informational Reading Prompt Bookmarks and practice writing continuously for 5 minutes.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their free choice reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- **Differentiation:**
  - For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames such as: "These two paragraphs are describing.... They are connected because..." or to copy prepared responses to their selected prompt. Consider inviting students to begin writing in their home language.
  - Teacher-Guided Student Activity Cards are differentiated with symbols. The work in this lesson is not differentiated, but the work on Day 4 is differentiated.
  - Note that, as explained in the Unit Overview, ● and ◆ are grouped together. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
- **In advance:**
  - Intentionally group students into three groups. See suggested grouping for Writing Practice on the Unit Overview.
  - Prepare: Unit 2, Week 2: Independent Reading: Student Task Card; Unit 2, Week 2: Independent Work: Student Task Card; and Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card.

Materials

- ☑ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)

- ☑ Unit 2, Week 2: Independent Reading: Student Task Card (one per student)
- ☑ Unit 2, Week 2: Independent Work: Student Task Card (one per student)
- ☑ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ☑ Sticky notes (several per student)
- ☑ Chart paper (optional; one to display; used to model writing fluently)
- ☑ Example response (for teacher reference)
- ☑ Informational Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; one set per student)
- ☑ Research reading texts (one per student)

Whole Class Instruction: Introducing Writing Practice (15 minutes)

- Remind students that this week they are continuing to learn about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Using a total participation technique, invite responses from the group:

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

  "To what components have you already been introduced?" (Independent Reading; Word Study and Vocabulary; Reading and Speaking Fluency/GUM; and Additional Work with Complex Text)
- Use the **Poster Walk posters** to briefly review components as needed.
- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher working on their writing. They will also practice reading independently when they are not working with the teacher.
- Point out where students can find the **Unit 2, Week 2: Independent Reading: Student Task Card** and necessary materials, and the **Unit 2, Week 2: Independent Work: Student Task Card** and necessary materials. Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Week 1, Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren't too many other students.
- Direct students' attention to Poster Walk Poster 3. Tell students that the component they will be introduced to today when working with the teacher is called Writing Practice, and in it, they will practice writing skills related to what they are learning in the module lessons and develop their ability to write fluently.
- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use their **ALL Independent Group Work protocol** handout to work through their task card as a group.

■●◆▲ Small Group Instruction: Practicing Writing Fluency (15 minutes, repeated three times)

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and read aloud the learning target. Point out that this week they will be focusing on writing fluently and this is the card they will use when they work with the teacher.
- Point out the word *fluently* in the learning target and discuss how the meaning of *writing fluently* is different from the meaning of *reading fluently*. Explain that writing fluently means being able to write easily or naturally.
- Turn and Talk:

  "How is reading fluently the same as or different from writing fluently?" (Reading fluently refers to reading aloud, and writing fluently refers to the way a person writes ideas down.)

- Focus students on the definition of *writing fluency* at the top of their activity card:
  - "ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose."
- Break down each part of the definition as follows, clarifying by inviting students to paraphrase each part:
  - ability to write continuously about a topic—writing about something without stopping
  - showing understanding about the topic—showing what you know about something
  - with clearly presented and easily understood ideas—ideas that are easy for someone else to understand
  - that are appropriate for the task and purpose—the writing is right for the prompt or question to answer, and the reason for writing
- Display the following writing prompt and select a volunteer to read it for the class:
  - "Describe the setting of the text you are reading."
- Distribute **sticky notes** and tell students that in a moment, they will watch as you respond to the prompt. While they watch, they should record what they notice about how you respond on the sticky notes.
- Model responding to the prompt on the board or on chart paper, showing the characteristics of fluent writing from the definition of *writing fluency*: writing without stopping, showing what you know about the topic, writing clearly presented and easily understood ideas, and writing that is appropriate for the task and purpose. Refer to the **example response (for teacher reference)** as needed.
- Using a total participation technique, invite responses from the group. For heavier support, consider displaying these questions and recording student responses next to each question.

  "Based on the definition of writing fluency, what did you notice about how I responded to the prompt?" (Responses will vary, but may include: You showed what you understood about the topic; your ideas were easy to understand because you gave examples.)

  "What can you do if you do not know what to write about or run out of ideas while you're writing?" (Responses will vary, but may include: Write a list of words related to the topic; draw and label a picture related to the topic.)

- For heavier support, model responding to the prompt again, this time pointing to each part of the definition of *writing fluency* and stopping for students to explain how you are demonstrating that part. Think aloud and model not knowing what to write about or running out of ideas, then pointing to and using strategies such as writing a list of words to continue writing.
- Direct students' attention to the prompts on the **Informational Reading Prompt Bookmarks**. Model selecting a prompt and thinking aloud about how to respond to it.
- Invite students to reread the prompts on the bookmarks to themselves and put their finger by the prompt they will respond to today.
- Invite students to turn to an elbow partner and share which prompt they selected and their ideas for how to respond to the prompt. Consider inviting home language use to ease the linguistic demands for ELLs.
- Give students 2 minutes to discuss how they might respond with a partner in a home language before inviting students to share out in English.
- Explain to students that because they are focusing on building their writing stamina, you will be observing them as they write to ensure they are writing continuously for the entire time.
- Give students 5 minutes to respond to their chosen prompt. Tell them they should try to write for the entire 5 minutes, and that they can refer to their **research reading texts** as they write.
- Observe students as they work, restarting the time as needed to ensure all students write for 5 consecutive minutes. Note that this may require starting and stopping the time several times. Consider inviting students to begin by writing in their home language.
- Refocus whole group.
- Give students specific, positive feedback on their writing stamina. (Example: "I noticed your eyes were focused and your pencils were moving the entire time.")
- As time permits, invite volunteers to read their responses aloud for the whole group.
- Turn and Talk:

  "What were your challenges as you wrote today?" (Responses will vary.)

  "What were your successes?" (Responses will vary.)
- If productive, cue students to expand the conversation by giving an example:

  Conversation Cue: "Can you give an example?" (Responses will vary.)
- Collect Teacher-Guided Student Activity Cards to review student work.

Writing Practice

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

Name: _____ **Date:** _____

Daily Learning Targets

- Days 1 and 2: I can write fluently for 5 minutes. (W.5.2, W.5.4, W.5.10)
- Day 4: I can write complete sentences with a subject and a predicate. (L.5.1f)

Student Materials

Day 1:

- ☑ Informational Reading Prompt Bookmark (one set per group)
- ☑ Research reading text

Day 2:

- ☑ Free choice reading text
- ☑ Lined paper

Day 4:

- ☑ Subject/Predicate sentence strips

Directions:

Day 1

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

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

_____

_____

_____

_____

_____

Day 2

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

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

1. Review Writing Fluency: Chorally read the definition for *writing fluency* at the top of this task card. As a group, put the definition in your own words.

2. Choose a prompt and share your ideas with a partner before you write on lined paper.
   a. Describe the setting of the story you are reading.
   b. Choose two sentences or paragraphs from your free choice reading and describe how they are related.
   c. Think about the title of the text. Why do you think the author chose it?
   d. What new questions do you have after reading your text? Why?

3. Write for 5 minutes.

4. Share your writing with a new partner.

Day 4

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

1. Use the Subject/Predicate sentence strips to form five complete sentences.

2. Compare your sentences with your group's sentences.

3. Form complete sentences.

Insert a subject.	Insert a predicate.
_____ eats dinner with his grandma sometimes.	A whiney, old dog . . .
_____ is very cold.	The bustling city . . .
_____ loves to read books.	The old pencil . . .

4. Write your own complete sentence. Underline and label the subject and the predicate in each sentence.

_____

_____

MORE CHALLENGE: Write more sentences. Underline and label the subject and predicate in each sentence.

_____

_____

_____

_____

_____

_____

Writing Practice

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

Name: _____ **Date:** _____

Daily Learning Targets

- Days 1 and 2: I can write fluently for 5 minutes. (W.5.2, W.5.4, W.5.10)
- Day 4: I can write complete sentences with a subject and a predicate. (L.5.1f)

Student Materials

Day 1:

- ☑ Informational Reading Prompt Bookmark (one set per group)
- ☑ Research reading text

Day 2:

- ☑ Free choice reading text

Day 4:

- ☑ Subject/Predicate sentence strips

Directions:

Day 1

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

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

Day 2

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

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

1. Review Writing Fluency: Chorally read the definition for *writing fluency* at the top of this task card. As a group, put the definition in your own words.

2. Choose a prompt and share your ideas with a partner before you write.
   a. Describe the setting of the story you are reading.
   b. Choose two sentences or paragraphs from your free choice reading and describe how they are related.
   c. Think about the title of the text. Why do you think the author chose it?
   d. What new questions do you have after reading your text? Why?

3. Write for 5 minutes.

4. Share your writing with a new partner.

Day 4

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

1. Use the Subject/Predicate sentence strips to form five complete sentences.

2. Compare your sentences with your group's sentences.

3. Form complete sentences.

Insert a subject.	**Insert a predicate.**
_____ eats dinner with his grandma sometimes.	An old dog . . .
_____ is very cold.	The busy and noisy city . . .

4. Write your own complete sentence. Underline and label the subject and the predicate.

_____

_____

Writing Practice

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

Name: _____ **Date:** _____

Daily Learning Targets

Days 1 and 2:

- I can write fluently for 5 minutes. (W.5.2, W.5.4, W.5.10)

Day 4:

- I can write complete sentences with a subject and a predicate. (L.5.1f)

Student Materials

Day 1:

- ☑ Informational Reading Prompt Bookmark (one set per group)
- ☑ Research reading text

Day 2:

- ☑ Free choice reading text

Day 4:

- ☑ Subject/Predicate sentence strips

Directions:

Day 1

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

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

_____

_____

_____

_____

Day 2

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

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

1. Review Writing Fluency: Chorally read the definition for *writing fluency* at the top of this card. As a group, put the definition in your own words.

2. Choose a prompt and share your ideas with a partner before you write.
   a. Describe the setting of the story you are reading.
   b. Choose two sentences or paragraphs from your free choice reading and describe how they are related.
   c. Think about the title of the text. Why do you think the author chose it?
   d. What new questions do you have after reading your text? Why?

3. Write for 5 minutes.

4. Share your writing with a new partner.

Day 4

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

1. Use the Subject/Predicate sentence strips to form three complete sentences.

2. Compare your sentences with your group's sentences. Discuss any differences.

3. Form complete sentences. Use the word bank below to help you.

WORD BANK sometimes has a lot of traffic. The weather in the Arctic Circle Manuel wags his tail when he's happy.	
_____ eats dinner with his grandma sometimes. _____ is very cold.	A dog . . . The city . . .

4. Write your own complete sentence. Underline and label the subject and the predicate.

_____

_____

Writing Practice

Unit 2, Week 2, Day 1: Teacher-Guided Student Activity Card *(Answers, for Teacher Reference)*

Day 1

Prompt: Describe the setting of the text you are reading.

The text I'm reading has several settings. Right now Esperanza and her family are living in a migrant laborer camp in California. The camp is alongside the grape fields where the workers, including Esperanza and her mother, work. The camp has a lot of people in it. The text says there are children running around and that trucks crowded with workers drive up and drop people off. The cabin where Esperanza lives is very small and crowded. She and her mother are sharing it with three other people, even though it has only one bedroom and one other room. The cabin reminds Esperanza "more of horse stalls on the ranch than of a place for people to live" because it is so different from where she used to live. She is not happy to be there.

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 7 minutes. (RL.5.10, RI.5.10)
- I can respond to a prompt about my free choice reading text. (RL.5.10, RI.5.10)
- I can explain my thinking to a partner. (SL.5.1)

Day 3:

- I can read an independent reading text with increasing stamina. (RL.5.10, RI.5.10)
- I can choose and respond to an appropriate reading prompt. (RL.5.10, RI.5.10)

Day 4:

- I can listen carefully and ask questions of others about their free choice reading. (RL.5.10, RI.5.10, SL.5.1)

Student Materials

Days 1 and 2:

- ☑ Free choice reading text
- ☑ Independent reading journal
- ☑ Vocabulary log
- ☑ Signal cards

Day 3:

- ☑ Free choice reading texts
- ☑ Independent reading journal
- ☑ Vocabulary log
- ☑ Literary Reading Prompt Bookmarks (one set per group)

Day 4:

- ☑ Free choice reading text

Directions:

Days 1 and 2

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

1. Read your free choice reading text independently for 7 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary in your vocabulary log.

4. Share your vocabulary log with a partner. Have each partner practic using the new words in a sentence.

Day 3

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

1. Read your free choice reading text independently for 10 minutes.

2. Record your reading in your independent reading journal (date, text title, author, pages read).

3. Record any new vocabulary words in your vocabulary log.

4. Choose a reading prompt on one of the reading prompt bookmarks. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

Day 4

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

Text Share:

1. Timekeeper: Set a 2-minute timer.

2. Facilitator: You will go first:
   a. Show the group your text.

b. Tell your group what your text is about. ("My text is about ____.")

c. Tell your group your opinion of the text. Explain why you have that opinion. ("I like/don't like my text because _____.")

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

3. Timekeeper: Set a 2-minute timer.

4. Group: When the facilitator has finished sharing, take turns asking him or her questions.

5. Repeat with each person in the group.

Independent Work

Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____

Daily Learning Target

Days 1, 2, and 4:

- I can write fluently in response to a prompt. (W.5.2, W.5.4, W.5.10)

Student Materials

Days 1, 2, and 4:

- ☑ Lined paper (one piece per student)

Directions:

Day 1

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

Choose one of the prompts below and write. Don't think too much about grammar, spelling, or punctuation. Just write! If you finish before the end of the time, read your writing and check grammar, spelling, and punctuation.

- Write what happens next: The front door was open a little. Jaron and Emily peered through the crack into the darkness inside ...
- Write your answer to this question: If you could go anywhere in the world, where would it be and why?
- Write your answer to this question: What is your favorite thing to do after school? Why?
- Write what happened before this: Kristina opened her eyes to find herself back at school in her classroom. It was as if she'd never left.

Days 2 and 4

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

You can either continue the writing you began on Day 1, or you can choose another prompt from Day 1 to respond to.

Writing Practice

Unit 2, Week 2, Day 2: Teacher Guide

Daily Learning Target

- I can write fluently for 5 minutes. (W.5.2, W.5.4, W.5.10)

Teaching Notes

- In this component, students continue to build writing stamina. They choose from several prompts related to their independent reading texts and write continuously for 5 minutes. Students work independently using the ALL Independent Group Work protocol while working in the teacher-guided group in this lesson. The purpose of this is to monitor and observe use of the protocol, to notice common issues across the whole group to use as whole group teaching points, and to provide feedback.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- **Differentiation:** For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, draw and label a picture related to the prompt, or use sentence frames. (Examples: "The setting of my text is _____. The author describes it as _____." "One question I have is _____ because _____.") Consider inviting students to begin by writing in their home language.
- **In advance:**
  - Prepare materials required for independent work (see Independent Work and Independent Reading task card).
  - Choose a prompt from the Informational Reading Prompt Bookmarks (see Week 1, Day 2: Independent Reading) that you will use in a think-aloud as you model how to select and think how to respond to the prompt before writing.

Materials

- ☑ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ☑ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Chart paper (one piece; used to co-create the Ways to Write Continuously anchor chart)

- ☑ Ways to Write Continuously anchor chart (new; co-created with students)
- ☑ One selected prompt from the Informational Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; to display; see Teaching Notes)
- ☑ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Unit 2, Week 2: Independent Work: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Free choice reading text (one per student)
- ☑ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (from Week 2, Day 1; one per student)

Whole Class Instruction: Reviewing ALL Independent Group Work Protocol (15 minutes)

- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students they will work on writing fluency in teacher-guided groups.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout.
- Turn and Talk:

  "What success have you had in using the ALL Independent Group Work protocol? What has been one of the challenges?"

- Select volunteers to share out. If productive, cue students to expand the conversation by giving an example:

  Conversation Cue: "Can you give an example?" (Responses will vary.)

- Remind students that they will use the ALL Independent Group Work protocol many times throughout the year and assure them they will get better at it.
- Remind students that the ALL Block component they are focusing on this week is Writing Practice and ask:

  "What are some strategies you can use when you are writing and get stuck and do not know what to write?"

- As students share out, capture their responses on **chart paper** to create the **Ways to Write Continuously anchor chart**. Consider including the following if students do not name them:
  - Reread texts or notes to find details or evidence related to the topic.
  - Sketch a picture related to the topic.
  - Reread the response to check that it is appropriate for the purpose and audience.
  - Make a list of as many words as you can that are related to the topic.
  - Begin by writing in your home language.
  - Create a mind map or web of your ideas about the topic.
  - Don't focus on spelling or conventions; just focus on getting your ideas out.
- Post the Ways to Write Continuously anchor chart.
- Direct students' attention to the **one selected prompt from the Informational Reading Prompt Bookmarks**. Model thinking about how to respond to the prompt, using some of the strategies on the Ways to Write Continuously anchor chart.

- Invite students to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card**, and the **Unit 2, Week 2: Independent Work: Student Task Card**.
- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Week 1, Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren't too many other students.
- Call one group to bring their **free choice reading texts** and work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use their ALL Independent Group Work protocol handout to work through their task card as a group.

■●◆▲ Small Group Instruction: Writing Fluently in a Small Group (15 minutes, repeated three times)

- Redistribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.
- Invite a student to read the directions aloud for the whole group.
- Answer any questions.
- Tell students that even though this is a teacher-guided activity, they are going to work relatively independently, following the ALL Independent Group Work protocol, to complete the activity, and you are going to observe how they use the protocol to guide their independent work.
- Circulate to support students as they work, observing and monitoring students and making notes of stars and steps.
- When ELLs get to step 2 on the task card, consider inviting home language use to ease the linguistic demands.
- After 10 minutes, refocus the group and provide stars and steps. Note: Because the small group instructional time is shortened today, students may not complete the full ALL Independent Group Work protocol.
- Collect Teacher-Guided Student Activity Cards to review student work.

Independent Reading

Unit 2, Week 2, Day 3: Teacher Guide

Daily Learning Targets

- I can read an independent reading text with increasing stamina. (RL.5.10, RI.5.10)
- I can choose and respond to an appropriate reading prompt. (RL.5.10, RI.5.10)

Teaching Notes

- In this lesson, students complete the task on their Independent Reading Student Task Card for Day 3 with some teacher support. Similar to Week 1, Day 2, students use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction.
- **Differentiation:** Consider working with a few students who need additional support during the Jigsaw protocol. For ELLs who need heavier support, repeat and rephrase the bookmarks, or strategically pair ELLs and allow students to work in pairs for the jigsaw activity. Additionally, some students may benefit from having more or fewer bookmarks to be individually responsible for during the Jigsaw protocol.
- **In advance:**
  - Strategically group students into groups of six for the jigsaw.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards)
  - Prepare the Literary Reading Prompt Bookmarks by creating two per student. In a group of six, each student should have two bookmarks and none should be repeated.
  - Review the Jigsaw protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

Materials

- ☑ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ☑ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Free choice reading texts (one per student)
- ☑ Independent reading journal (from Unit 1, Lesson 2 module lesson; one per student)
- ☑ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ☑ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Literary Reading Prompt Bookmarks (two per student; see Teaching Notes)
- ☑ Directions for Introducing the Independent Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; one to display)

- ☑ Online or paper translation dictionary (one per ELL in student's home language)
- ☑ Informational Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; two per student; see Teaching Notes)

Whole Class Instruction: Working with Reading Prompt Bookmarks (60 minutes)

- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and every week they will have time to read independently in class. Today they will learn about some of the different prompts they might respond to, based on their reading.
- Invite students to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** and focus them on the learning targets, materials, and instructions for Day 3.
- Remind students this is a routine they will use in the ALL Block each time they work independently on a component such as Independent Reading. They will use the task card to respond to a prompt, add vocabulary to their vocabulary log, and sometimes share what they have learned with a small group. For heavier support of ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.
- Invite students to retrieve the following:
  - **Free choice reading text**
  - **Independent reading journal**
  - **Vocabulary log**
  - **Signal card**
- Select a volunteer to read step 1 on the card. Assure students they have been building their reading stamina by reading at home and reading in class, and that you are confident they will be able to quietly read for 10 minutes.
- Turn and Talk:

  "What strategies will you use to stay focused while you read today?" (Responses will vary.)
- Remind students how to use their signal cards and invite them to begin reading their free choice reading texts.
- Circulate to support students as they read. Remind them to read for the entire 10 minutes, stopping students and restarting the time as needed until the entire class has read for 10 consecutive minutes.
- Refocus whole group.
- Give students specific, positive praise on their perseverance in building their reading stamina. (Example: "I saw you look back in your text to remind yourself what happened before.")
- Remind students that their independent reading journal is an important part of their independent reading time. This is where they reflect on their learning and track their progress through the text.
- Remind students how to log their reading in their independent reading journals and model as necessary.
- Direct students to complete step 2 on their task card (record the date, text title, author, and pages read).
- Remind students to put academic vocabulary in the front of their vocabulary log and domain-specific vocabulary in the back. Direct students to complete step 3 and add a vocabu-

lary word to their vocabulary logs. Circulate to provide assistance.

- After a few minutes, select a volunteer to read step 4 aloud. Remind students that the Independent Reading Prompt Bookmarks are tools they will use to reflect on their independent reading. Tell students that the Informational Reading Prompt Bookmarks sometimes don't work so well when reading a literary text, so in this lesson they will be introduced to Literary Reading Prompt Bookmarks.
- Distribute the **Literary Reading Prompt Bookmarks**. Tell students that similar to Week 1, Day 2, they will now use the Jigsaw protocol to familiarize themselves with these new bookmarks.
- Remind students of the difference between *literary* and *informational* texts.
- Briefly introduce the Jigsaw protocol. Explain that in a Jigsaw protocol, students will work in a small group to read and understand a longer text. Each member of the group will be responsible for reading and explaining one part of the text to the rest of the group. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Move students into pre-determined groups of six.
- Direct students' attention to the **Directions for Introducing the Independent Reading Prompt Bookmarks**. Invite students to follow along, reading silently in their heads as you read the directions aloud.
- Focus students on the "RL" codes on the bookmarks. Remind students that "RI" means reading informational texts, and tell them that "RL" means literary texts, so these codes can help them determine which bookmarks to choose depending on the type of text they are reading. Answer clarifying questions.
- Invite students to begin the protocol.
- After 10 minutes, refocus whole group. Invite groups to put all their bookmarks in the middle in two groups: RI and RL.
- Read aloud step 4 on the card. Point out that students will need to choose their prompt carefully. For example, they won't be able to choose an illustration if there aren't any in the text they are reading.
- Invite students to complete step 4 on their Student Task Card. Emphasize that if students are reading informational texts for their free choice text, they will need to use a prompt from one of the **Informational Reading Prompt Bookmarks**.
- Circulate to provide assistance or work with a small group of students who need more direct support. For heavier support of ELLs, invite students first to discuss step 4 in home language groups if they desire. Remind students to use an **online or paper translation dictionary** if necessary. Consider helping students select a prompt and discuss the meaning of the prompt. Invite them to begin responding by sketching their ideas.
- After 5 minutes, refocus whole group. Select a few volunteers to share the prompt they chose and their response with the group.
- Turn and Talk:

  "What did we learn today about independent reading?" (the importance of the Literary Reading Prompt Bookmarks and how to use them)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the Independent Reading component.

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

- Give students specific, positive feedback on their ability to collaborate in small groups to learn about the Literary Reading Prompt Bookmarks today. (Example: "I heard you asking questions to make sure you understood.")

Independent Reading

Unit 2, Week 2, Day 3: Literary Reading Prompt Bookmarks

Teacher Directions:

Consider printing these onto colored cardstock and laminating them for continued use. Create one set for each table in your classroom.

Key: RL=Literary

RL:	Describe the setting using specific details from the text. Remember to quote accurately from the text. (RL.5.3)
RL:	Describe the main character using specific details from the text. Remember to quote accurately from the text. (RL.5.3)
RL:	What do you predict is going to happen next? Why?
RL:	Who is your favorite character in your text? Why? Remember to quote accurately from the text.

RL:	Who is your least favorite character in your text? Why? Remember to quote accurately from the text.
RL:	How did the author introduce the text? Remember to quote accurately from the text.
RL:	Think about the title of your text. Why do you think the author chose it?
RL:	What is the theme? Which details from the text support this theme? Remember to quote accurately from the text. (RL.5.2)

RL:	How does the main character respond to a challenge in the story? Remember to quote accurately from the text. (RL.5.2)
RL:	Write a short summary of what you read today. (RL.5.2)
RL:	What is the point of view of the narrator? How does this point of view influence how events are described? (RL.5.6)
RL:	Choose one illustration. How does it help you understand what is happening in the story?

Writing Practice

Unit 2, Week 2, Day 4: Teacher Guide

Daily Learning Targets

- I can write fluently for 7 minutes. (W.5.2, W.5.4, W.5.10)
- I can write complete sentences with a subject and a predicate. (L.5.1f)

Teaching Notes

- With teacher guidance, students work on forming complete sentences with a subject and a predicate.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- In previous lessons, students familiarized themselves with the Informational Reading Prompt Bookmarks and the Literary Reading Prompt Bookmarks. Together, these bookmarks are referred to as the Independent Reading Prompt Bookmarks. Students work with the full set of bookmarks in this lesson and throughout future modules.
- **Differentiation:** For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, draw and label a picture related to the prompt, or use sentence frames such as "My text takes place in ..." or "My favorite character is ..." with a list of suitable adjectives to select from. To provide lighter support during subject/predicate work, consider inviting partners to create their own sentence strips and share them with other students to match. To provide heavier support, use simpler versions of each sentence strip and discuss why each phrase is either a subject or a predicate.
- **In advance:**
  - Prepare materials required for independent work (see Independent Work and Independent Reading task card).
  - Post Poster Walk Posters 3 and 5 in strategic places around the room.
  - Assemble the Independent Reading Prompt Bookmarks (see Teaching Notes; one set per pair of students). Place bookmark sets by Poster 5.

Materials

- ☑ Poster Walk Posters 3 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ☑ Independent Reading Prompt Bookmarks (Informational Reading Prompt Bookmarks from

Week 1, Day 2: Independent Reading, and Literary Reading Prompt Bookmarks from Week 2, Day 3: Independent Reading; one set per pair of students)

- ☑ Unit 2, Week 2: Independent Work: Student Task Card (from Week 2, Day 1; one per student)
- ☑ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ☑ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ☑ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (from Week 2, Day 1; one per student)
- ☑ Subject/Predicate sentence strips (one set per student)
- ☑ Chart paper (optional; three pieces; used by the teacher to chart student sentences)

Whole Class Instruction: Identifying Subjects and Predicates (10 minutes)

- Give students specific, positive praise on building their writing fluency. (Example: "I've seen you spend some time thinking before you write so you can write your ideas continuously.")
- Explain that another part of the Writing Practice component is working on some of the writing skills they are learning in the module lessons. Today they will work on forming complete sentences with a subject and a predicate.
- Display and discuss the Daily Learning Targets. Remind students that a *subject* is the noun, noun phrase, pronoun, or pronoun phrase that performs the action or that the sentence is about. Remind students that a *predicate* is a verb or verb phrase that tells what action the subject is performing or that tells more about the subject.
- Remind students that most complete, correct sentences in English have a subject and a predicate.
- Write a sample sentence on the board. (Example: "The students eat their lunch outside when it is sunny.")
- Turn and Talk:

  "What is the subject and predicate in this sentence?" (Responses will vary. In the example above, the subject is* students *and the predicate is* eat their lunch.*)

- Select volunteers to share out, encouraging them to explain how they identified the subject and the predicate in the sentence. If productive, cue students to clarify the conversation by confirming what they mean:

  Conversation Cue: "So, do you mean...?" (Responses will vary.)

- Direct students' attention to the **Poster Walk Posters 3 and 5** posted around the room and where the **Independent Reading Prompt Bookmarks** can be found. Invite students to retrieve their **Unit 2, Week 2: Independent Work: Student Task Card** and their **Unit 2, Week 2: Independent Reading: Student Task Card**.
- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. Again simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work on where there aren't too many other students.
- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the ALL Independent Group Work protocol to work through their task card as a group.

■●◆▲ Small Group Instruction: Practicing Subjects and Predicates (15 minutes, repeated three times)

- Redistribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and distribute the **Subject/Predicate sentence strips**.
- Ask students to sort the sentence strips into two piles—one pile for subject and another pile for predicates. Review the definitions of *subject* and *predicate* as needed, reminding students that most complete sentences in English need to have a subject with a predicate.
- Invite students to begin step 1 on the task card.
  - ▲ To provide heavier support for ELLs, allow students to work in pairs and discuss the sentence strips in their home language.
- After a few minutes, refocus whole group. Using the board or **chart paper**, capture the sentences as students share out. Discuss and compare the sentences.
- If productive, invite students to rearrange their strips as needed. Ask students to explain the changes they make to their sentences.

  "Can you explain why you changed those?" (Responses will vary.)
- Invite students to work individually or in pairs on steps 3–5. Circulate to support students as they work, providing support as needed.
- As time allows, ask students to share out the sentences they wrote for step 5. Ask other group members to identify the subject and the predicate.
- Collect Teacher-Guided Student Activity Cards to review student work.

Whole Class Instruction: Reflecting on Learning (5 minutes)

- Give students specific, positive feedback about their individual work. (Example: "I noticed Elizabeth take responsibility for her work and actions by writing quietly during the independent writing time.")
- Turn and Talk:

  "What have you learned about writing fluency?" (Responses will vary, but may include: I've learned some strategies to help me think about what to write.)
- Select volunteers to share out. If productive, cue students to expand the conversation by saying more:

  Conversation Cue: "Can you say more about that?" (Responses will vary.)
- Tell students they have now been introduced to all of the ALL Block components, and next week they will start working on the normal ALL Block schedule. As they have done throughout this unit, they will work on three components in one day. Each day, they will have some time to work with the teacher in a small group, as well as some time for small groups to work independently. Express your confidence that they will be successful in this new routine. To provide heavier support for ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.

Writing Practice

Unit 2, Week 2, Day 4: Subject/Predicate Sentence Strips

Directions:

Cut along the dotted lines to create separate strips. Note that the way the cards are organized on this page is also the answer key.

Subject is the noun or noun phrase or pronoun or pronoun phrase that performs the action or that the sentence is about.	**Predicate** is a verb or verb phrase that tells what action the subject is performing or that tells more about the subject.
Esperanza and Mama	hid underneath the guavas.
The roses	are a reoccurring symbol in the book.
Even though Mama didn't want to marry Tío Luis, she	said she did.
When Abuelita	becomes stronger, she will join Mama and Esperanza.
Miguel, Alfonso, and Hortensia	have been working for Esperanza's family for a long time.

Because they were afraid, Miguel, Alfonso, Hortensia, Esperanza, and Mama	left the ranch by night.
Sadness and anger	were what Esperanza felt as she left her home.
Mama	was worried when Papa didn't come home on time.
The girl on the train	really liked the yarn doll that Mama made.
Miguel	believes he will find a better job in the U.S.