

**Grade 5:** Module 1: Unit 3

# Additional Language and Literacy Block

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## Additional Language and Literacy Block

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Writing Practice: Student Task Card .....75

(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 3 OVERVIEW

 <p><b>Reading and Speaking Fluency/GUM</b> RL.5.3, RF.5.4</p>	<ul style="list-style-type: none"> <li>• Students are allocated a fluency passage for the week. They self-assess their fluency and practice reading it with a focus on volume, pace, tone, and expression.</li> <li>• <i>ELLs are allocated a fluency passage for the week. ELLs participate in a Mini Language Dive and learn how understanding the meaning of a text affects reading fluency. They self-assess their fluency, set goals, and practice reading the fluency passage.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ●, group 3 ■◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RL.5.2, RL.5.3, RL.5.4, L.5.5a</p>	<ul style="list-style-type: none"> <li>• Students read a passage from <i>Esperanza Rising</i> and analyze central metaphors in the text.</li> <li>• <i>ELLs read a passage from Esperanza Rising and analyze central metaphors in the text. Through a Language Dive, students deepen their understanding of a particular metaphor and practice working with past perfect verb tense.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RI.5.2, RL.5.10, RI.5.10, SL.5.1</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> W.5.2, W.5.4, W.5.10, L.5.1</p>	<ul style="list-style-type: none"> <li>• Students respond to prompts to build writing fluency. They discuss and practice strategies for ways to write continuously.</li> <li>• <i>ELLs complete the same activities as other students.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ■▲, group 2 ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> RI.5.4, RF.5.3a, L.5.4b, L.5.6</p>	<ul style="list-style-type: none"> <li>• Students analyze two academic vocabulary words and their affixes (using Vocabulary Squares) and practice using the words in context.</li> <li>• <i>ELLs use a Vocabulary Grid to analyze the words and then practice using the words in context.</i></li> <li>• Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

## Additional Language and Literacy Block

ALL 5M1 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 1</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 2</b>  ALL Block: Week 1, Day 1  <i>**Note: This ALL Block component assumes students have already read Miguel's Monologue, which happens in Unit 3, Lesson 1 of the module lessons.</i>	<b>Reading and Speaking Fluency/GUM</b>  <b>Overview:</b> With teacher guidance, all students are introduced to fluency texts and the fluency checklist.  <b>Learning Target: I can evaluate my own fluency strengths.</b> (RF.5.4b)  <i>ELLs complete a Language Dive to understand the meaning of the text. They use a fluency checklist for self-assessment. See the Unit 3, Week 1: Reading and Speaking Fluency/GUM Teacher Guide for instruction that has been differentiated for ELLs.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Fluency Self-Assessment Checklist</li> </ul>	<b>Additional Work with Complex Text</b>  <b>Overview:</b> All students read a passage on pages 221–224 from <i>Esperanza Rising</i> . Students work in pairs to answer text-dependent questions.  <b>Learning Target: I can refer to details from the text to explain how characters respond to challenges.</b> (RL.5.2, RL.5.3)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Student Task Card</li> </ul>	<b>Independent Reading</b>  <b>Overview:</b> All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.  <b>Learning Target: I can read my research reading text independently for 10 minutes.</b> (RI.5.10)  <i>ELLs complete the same activities as other students.</i>  <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Independent Reading: Student Task Card</li> </ul>

(continued)

ALL 5M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 3</b></p> <p>ALL Block: Week 1, Day 2</p>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> With teacher guidance, students analyze and interpret a metaphor from <i>Esperanza Rising</i>. Using words and pictures, students explain how the comparison contributes to their understanding of Miguel's and Esperanza's reactions to life in the United States.</p> <p><b>Learning Targets: I can recognize and explain the meaning of metaphors in a text.</b> (RL.5.4, L.5.5a)</p> <p><b>I can compare the reactions of two characters in a text.</b> (RL.5.3)</p> <p><i>With teacher guidance and a Language Dive, ELLs analyze and interpret a metaphor from Esperanza Rising. Using words and pictures, students explain how the comparison contributes to their understanding of the two central characters in the book.</i></p> <p><i>The Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 1: Additional Work with Complex Text Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■▲), (●◆)</li> </ul>	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> All students follow a task card to practice reading their fluency passage to themselves and to partners. They set goals and provide feedback to partners based on the goals.</p> <p><b>Learning Targets: I can set fluency goals.</b> (RF.5.4)</p> <p><b>I can help my partner self-assess his or her reading fluency.</b> (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in their independent reading journals.</p> <p><b>Learning Target: I can read my research reading text independently for 10 minutes.</b> (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <p>N/A</p>

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**ALL 5M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)**

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 4</b></p> <p>ALL Block: Week 1, Day 3</p>	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> With teacher guidance, all students learn how to consider paragraph breaks and punctuation when reading aloud. They then apply this skill to read their fluency passage fluently.</p> <p><b>Learning Target: I can read a text aloud fluently.</b> (RF.5.4b)</p> <p><i>ELLs complete the same activities as other students. See the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> All students analyze and interpret metaphors from <i>Esperanza Rising</i>. Using words and pictures, students explain how the comparison contributes to their understanding of Miguel's and Esperanza's reactions to life in the United States.</p> <p><b>Learning Targets: I can recognize and explain the meaning of metaphors in a text.</b> (RL 5.4, L.5.5a)</p> <p><b>I can compare the reactions of two characters in a text.</b> (RL.5.3)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to read for 5 minutes and then respond to the following prompt in their independent reading journals: "How does your reading connect to something you have been working on in the module lessons?"</p> <p><b>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons.</b> (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>

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ALL 5M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 5</b></p> <p>ALL Block: Week 1, Day 4</p>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> With teacher guidance, students recognize and discuss the meaning of metaphors drawn from the text they have been working with and how they contribute to their understanding of Miguel's and Esperanza's reactions to life in the United States.</p> <p><b>Learning Targets: I can recognize and explain the meaning of metaphors in a text.</b> (RL.5.4, L.5.5a)</p> <p><b>I can compare the reactions of two characters in a text.</b> (RL.5.3)</p> <p><i>With teacher guidance and a Language Dive, students recognize and discuss the meaning of metaphors drawn from the text they have been working with and how they contribute to their understanding of Miguel's and Esperanza's reactions to life in the United States.</i></p> <p><i>The Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 1: Additional Work with Complex Text Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess and revisit their fluency goals from Day 2 to determine progress.</p> <p><b>Learning Target: I can read a passage aloud fluently.</b> (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another.</p> <p><b>Learning Target: I can listen carefully and ask questions of others about their research reading.</b> (RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>
<b>Lesson 6</b>	<p><b>FLEX DAY</b></p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		

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## Additional Language and Literacy Block

ALL 5M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 7</b></p> <p>ALL Block: Week 2, Day 1</p>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> With teacher guidance, students review what it means to write fluently. They review the different types of writing they have discussed from the module lessons: writing a sentence, a short response, and a paragraph. Students begin to build up stamina in writing fluently. They choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 7 minutes.</p> <p><i>ELLs complete the same activities as other students. See the Unit 3, Week 2: Writing Practice: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Learning Target: I can write fluently for 7 minutes.</b> (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card</li> </ul>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> Students play a game to become familiar with numerical prefixes, including <i>mono-</i>, the affix of the week.</p> <p><b>Learning Target: I can identify and explain words based on numerical prefixes.</b> (RI.5.4, L.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards</li> <li>Numerical Prefix Card</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals.</p> <p><b>Learning Target: I can read my free choice reading text independently for 10 minutes.</b> (RL.5.10, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Independent Reading: Student Task Card</li> </ul>

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ALL 5M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 8</b></p> <p>ALL Block: Week 2, Day 2</p>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>monologue</i>, with a focus on the affix <i>mono-</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.</p> <p><b>Learning Target: I can analyze the meaning of an academic vocabulary word with the <i>mono-</i> and other numerical prefixes.</b> (RF.5.3a, L.5.4b)</p> <p><i>The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■), (●◆)</li> </ul>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> Students write fluently in response to a prompt.</p> <p><b>Learning Target: I can write fluently for 10 minutes.</b> (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read free choice texts for 10 minutes and log their reading in their independent reading journals.</p> <p><b>Learning Target: I can read my free choice reading text independently for 10 minutes.</b> (RL.5.10, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>

(continued)

ALL 5M1 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p><b>Lesson 9</b></p> <p>ALL Block: Week 2, Day 3</p>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> With teacher guidance, students revisit what it means to write fluently. They discuss strategies to use when they are not sure what to write about. Students continue to build up stamina in writing fluency. They choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.</p> <p><b>Learning Target: I can write fluently for 10 minutes.</b> (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students. See the Unit 3, Week 2: Writing Practice: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> Students follow a task card to use the academic vocabulary word <i>analyzed</i> during teacher instruction in context.</p> <p><b>Learning Target: I can use an academic vocabulary word in context.</b> (L.5.6)</p> <p><i>ELLs follow a task card and use the academic word analyzed during teacher instruction in context.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in their independent reading journal.</p> <p><b>Learning Target: I can choose and respond to a prompt about my free choice reading text.</b> (RL.5.10, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>
<p><b>Lesson 10</b></p> <p>ALL Block: Week 2, Day 4</p>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> With teacher guidance, students use a Vocabulary Square to analyze the meaning of the academic vocabulary word <i>original</i>, with a focus on the root <i>oriri, orir, ori, or</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.</p> <p><b>Learning Target: I can analyze the meaning of an academic word with the root <i>oriri, orir, ori, or</i>.</b> (RF.5.3a, L.5.4b)</p> <p><i>The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> Students write fluently in response to a prompt.</p> <p><b>Learning Target: I can write fluently for 12 minutes.</b> (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another.</p> <p><b>Learning Target: I can listen carefully and ask questions of others about their free choice reading text.</b> (RL.5.10, RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>

(continued)

ALL 5M1 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 11</b>	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<b>Lesson 12</b>	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<b>Lesson 13</b>	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



## Reading and Speaking Fluency/GUM

### Unit 3, Week 1: Teacher Guide



#### Daily Learning Targets

- Day 1: I can evaluate my own fluency strengths. (RF.5.4b)
- Day 3: I can read a text aloud fluently. (RF.5.4b)

#### Teaching Notes

- On Day 1, students are introduced to the text they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students review how to read paragraph breaks and punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- Note that students are not introduced to reading fluency in the module lessons until Lesson 4, so the work in this component sets them up for success in the module lessons.
- In this unit, students experience a typical ALL Block routine. Students gather in small groups for teacher-led instruction in approximately 20-minute increments. When not meeting with the teacher, students work independently to complete task cards for Independent Reading and Additional Work with Complex Text.
- **Differentiation:**
  - For students who need additional support, consider having students read excerpts from the monologue instead of the monologue in its entirety.
  - Note that, as explained in the Unit Overview, ■ and ◆ are grouped together to enable ◆ students to provide good models of reading aloud fluently and accurately. 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 ■.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
  - ▲ Day 1: Levels of Support: For lighter support, encourage students to make sentences in the present perfect tense as well. (Examples: “She has/hasn’t \_\_\_\_\_.” “They haven’t/have\_\_\_\_\_.”)
- **In advance:**
  - Post Poster Walk Posters 1, 4 and 5, and materials required for each of these components, in the areas of the room where students will be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

## Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in 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)
- ✓ “Miguel’s Monologue” (from Unit 3, Lesson 1 module lesson; one per student)
- ✓ **Day 3 Only:** Highlighters (one per student)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)
- ✓ 🗑️ Chart paper (optional; one piece)
- ✓ 🗑️ Vocabulary logs (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ 🗑️ Online or paper translation dictionary (one per ELL in student’s home language)

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

- Remind students that over the past two units they have experienced each of the components of the ALL Block. Tell them that this unit is the beginning of the true ALL Block cycle, which will see them working on three components each day: one with the teacher, one Independent Reading, and then another independent component.
- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by each poster, including the **Unit 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

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

- When working with the 🗑️ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their fluency passage: **“Miguel’s Monologue.”** Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.

- Read the monologue aloud once and invite students to follow along on their own copy of the text.
- Tell students that this monologue is centered on an event in the story. Ask students to talk with the person next to them about what event the monologue is about. Choose students to share out to the whole group. Invite students to ask questions about anything they don't understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a monologue, it requires a more expressive tone.
- Distribute the **Fluency Self-Assessment Checklist** and read each criterion on the checklist aloud, clarifying anything students don't understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on for the next couple of days this week:
  - “I can correct myself and reread when what I read was wrong or didn't make sense.”
  - “I can read my text at a speed that is appropriate for the piece.”
  - “I can read smoothly without many breaks.”
  - “I can notice and read punctuation.”
- Read the first two paragraphs of the monologue three times aloud as indicated below. After each read, ask students to review the highlighted criteria on their checklist to determine if each read seemed “fluent” to them:
  - First read: quickly, making and ignoring mistakes and not attending to punctuation or line breaks.
  - Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation.
  - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author's intended message.
- Invite students to read their passage aloud chorally with you.
- Ask them to turn to an elbow partner to whisper read their excerpt aloud.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column), paying particular attention to the highlighted criteria. Invite students to ask their elbow partner if they find it difficult to assess themselves.
- If students have time, invite them to reread their excerpt of text to their elbow partner, whisper reading, and to try to improve where they didn't score so well on their self-assessments.
- Students who read and self-assess quickly can set a goal based on something they didn't do so well, and record it on the back of their Fluency Self-Assessment Checklist. They can then practice working on that goal, taking turns to read to their partner.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

### ▲ Day 1: Small Group Instruction (20 minutes)

- Invite students to retrieve their fluency passage: “Miguel’s Monologue.” Invite them to read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Read the text aloud once and invite students to follow along on their own copy of the text.
- Read the monologue aloud once and invite students to follow along on their own copy of the text.
- Tell students that this monologue is centered on an event in the story. Ask students to talk with the person next to them about what event the monologue is about. Choose students to share out to the whole group. Invite students to ask questions about anything they don’t understand in the text.
- Ask students to talk with the person next to them about the difference between reading this text aloud and reading a narrative text or informational text aloud. Ensure students understand that because this is a monologue, it requires a more expressive tone.
- 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.
  - Ask students to find and underline this sentence in the second to last paragraph:
 

*“Apparently my shirt was on fire, but I hadn’t felt anything because I had been fueled by the adrenaline.”*
  - Turn and Talk:
 

*“What is the gist of this sentence? What is the sentence mostly about? What, in the monologue, makes you think so?”*
  - Tell students it is okay if they don’t completely understand the sentence because they will discuss it today and come back to it on Day 3. (Responses will vary. Students should name that Miguel’s shirt is on fire but he can’t feel it.)
  - Invite students to put their finger on *hadn’t* and to notice the apostrophe. Turn and Talk:
 

*“What two words make up the word hadn’t?” (Hadn’t is a contraction, or two words put together. Those two words are had and not. So, this has a negative meaning; it’s the opposite of had. In English, you can sometimes put small words together—like is, not, have, am—with other words. When you do, you use an apostrophe in the second word.)*

*“When we combine the words had and not and add the apostrophe, what did we drop? What other contractions do you know?” Display the words had and not and show how you combine them and drop the “o.” (We dropped the “o” from not. Responses will vary.)*
  - Focus students on the first half of the sentence:
 

*“Apparently my shirt was on fire, but I hadn’t felt anything . . .”*

– Turn and Talk:

*“What does this chunk tell us?” (Miguel’s shirt was on fire, but he didn’t feel anything.)*

*“Who is I in this chunk? How do you know?” (Miguel. This is told in his voice and from his perspective.)*

– Invite students to place a finger on *hadn’t felt* and to say it aloud with you chorally. Turn and Talk:

*“What verb tense is this?” (The verb phrase hadn’t felt is written in the past perfect tense. That means there is a helping verb—hadn’t—followed by the past participle felt.)*

– To provide visual reinforcement, write the formula: *hadn’t* + past participle = past perfect tense.

– Display sentence frames:

- “Esperanza had \_\_\_\_\_.”
- “Esperanza hadn’t \_\_\_\_\_.”
- “Miguel had \_\_\_\_\_.”
- “Miguel hadn’t \_\_\_\_\_.”

– Invite students to Turn and Talk to practice using those sentence frames. Remind students that they need to add a verb in the past tense after *had* or *hadn’t* and provide the example: “Miguel hadn’t felt his shirt on fire.”

- Distribute the Fluency Self-Assessment Checklist and read each criterion on the checklist aloud, clarifying anything students don’t understand. Invite students to draw symbols next to the criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- If students have time, invite them to read their excerpt of text to their elbow partner and to self-assess using the checklist.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 2 tasks, providing models where helpful.

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

- Remind students that this unit is the beginning of the true ALL Block cycle, which will see them working on three components each day: one with the teacher, one Independent Reading, and then another independent component.
- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** and **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handout.

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Fluency Self-Assessment Checklist** and to read all of the criteria again, and to discuss with an elbow partner what each criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the criterion and invite students to highlight this criterion on their checklists:
  - “I can notice and read punctuation.” (Examples: Pauses after comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)
- Invite students to retrieve their fluency passage: **“Miguel’s Monologue.”**
- Read the monologue aloud and emphasize how the punctuation and paragraphing adds pauses and changes the tone of voice you might use.
- Turn and Talk:
  - “Why has the monologue been organized in paragraphs?” (The paragraphs group connected pieces of information together.)*
  - “What does a new paragraph signify?” (moving on to a new place in time, a new idea, etc.)*
  - “How do we show a listener who can’t see the text that it is moving on to a new place in time, a new idea, etc.?” (with a pause after the end of a paragraph)*
- Invite students to use a **highlighter** to highlight or underline any punctuation that might add a pause or be a reason to change the tone with which they speak. Students may also wish to annotate and add notes to help them remember the tone they would like to use.
  - ■● Consider doing this whole group.
- Invite students to read the monologue chorally with you, emphasizing adding pauses and changing the tone of voice they use according to the punctuation.
- Focus students on the tone of the monologue. Ask:
  - “This is a monologue, so it is told from the perspective of a character. Who is the character?” (Miguel)*
  - “What emotion does Miguel seem to have in this monologue? What phrases or words in the text help you know?” (Responses will vary. Miguel is worried and impatient to help. He is also determined to find Abuela.)*
- Tell students that you want to hear this emotion as they read.
- Invite students to practice whisper reading their passages to themselves while thinking about reading the emotion, punctuation, and the paragraph breaks.
- Invite students to read their excerpt of text to their elbow partner and to have their partner help them self-assess using the checklist, focusing particularly on the punctuation criterion.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.

**Day 3: Small Group Instruction (20 minutes)**

- Invite students to retrieve their Fluency Self-Assessment Checklist and to read all of the criteria again, and to use the symbols as clues to discuss with an elbow partner what each criterion requires them to do. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
  - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
  - Ask students to find and underline this sentence in the second to last paragraph:
 

***“Apparently my shirt was on fire, but I hadn’t felt anything because I had been fueled by the adrenaline.”***
  - Invite students to put their finger on the word *adrenaline* and tell them that adrenaline is a chemical in your body that goes up when you are in dangerous or exciting situations and gives you energy.
  - Invite students to put their finger on the word *fueled* and to Turn and Talk:
 

***“Where have you heard the word to fuel or fueled before?” Give students time to talk with an elbow partner and then share out. (Responses will vary.)***

***“What fuels a car? What fuels a person? What fueled Miguel?” (Responses will vary. Students should understand that a car is fueled differently from a person. Miguel was fueled by adrenaline.)***

***“Why does fueled end in -ed?” (to show past tense)***
  - Underline the phrase *hadn’t felt*. Remind students the verb phrase *hadn’t felt* is written in the past perfect tense. That means there is a helping verb—*hadn’t*—followed by the past participle *felt*. To provide visual reinforcement, display the formula: *hadn’t* + past participle = past perfect tense.
  - Ask:
 

***“Can you identify another verb phrase in past perfect tense? Hint: Look for the helping verb had.” (had been)***
  - As students share out, notice and name that *been* is the past participle of *be*. For heavier support, put the events of the sentence (shirt catches on fire, not feeling anything, and fueled by adrenaline) on a timeline on the board or on chart paper. (See Unit 3, Lesson 3 module lesson as an example.)
  - Display sentence frames:
    - “He had been \_\_\_\_\_ (adjective).”
    - “They had been \_\_\_\_\_ (adjective).”

- Invite students to practice using the sentence frames to create past perfect tense sentences with a partner. Invite volunteers to share out.
- If productive, cue students to listen carefully:

**Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)**

- Congratulate students on using a complex sentence tense, and express your confidence that they will be able to use it in speaking and writing.
- Read the group fluency passage, “Miguel’s Monologue,” and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to highlight the following criterion on their checklist:
  - “I can notice and read punctuation.”
- Ask:
 

**“What is punctuation?” (marks used to separate words, phrases, and sentences and to clarify meaning)**
- Write or display a period. Ask:
 

**“What is this? What do you do when you see one?” (a period; briefly stop)**
- Reread the sentence:
  - “Apparently my shirt was on fire, but I hadn’t felt anything because I had been fueled by the adrenaline.”
- Invite students to place their finger on the period. Read the sentence aloud, attending to the period:
 

**“How do you read a period?” (with a pause)**
- Reread the sentence, showing students how you would pause before saying the next sentence.
- Invite students to read this chorally with you, paying particular attention to the period at the end.
- Write or display a comma. Ask:
 

**“What is this? What do you do when you see one?” (a comma; pause quickly)**
- Invite students to place their finger on the comma.
- Read the sentence aloud, attending to the comma.
- Invite students to read the sentence aloud chorally with you, paying particular attention to pausing at the comma.
- Invite students to highlight the punctuation (periods, commas, semicolons, quotation marks, and exclamation marks) in the rest of their monologue to remind themselves to read this punctuation when they read the excerpt aloud.
- Invite students to read aloud the entire excerpt chorally with you, focusing on punctuation and how this changes the way the monologue is read.
- If time remains, invite students to practice reading their passages aloud with an elbow partner, adding pauses and changing the tone of voice they use according to the punctuation.
- Prepare students for the next day’s independent activity: Display the Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card and walk through the Day 4 tasks, providing models where helpful.

Fluency Self-Assessment Checklist

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



## Additional Work with Complex Text



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

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



#### Daily Learning Targets

- Day 1: I can refer to details from the text to explain how characters respond to challenges. (RL.5.2, RL.5.3)
- Day 3: I can recognize and explain the meaning of metaphors in a text. (RL.5.4, L.5.5a)

#### Student Materials

##### Day 1:

- Esperanza Rising*
- Sticky notes (two per student)

##### Day 3:

- None

#### Directions:

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##### Day 1

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

1. Turn to page 221 of *Esperanza Rising*.
2. Mark this excerpt with sticky notes:
  - a. From: "Miguel eventually caught her arm and pulled her around."
  - b. To: "And you still think you are a queen" on page 224
3. Whisper read the excerpt to yourself.
4. Find a partner.
5. Discuss: What is the gist of this excerpt? What is it mostly about?
  - a. "This passage is mostly about . . ."

6. Discuss and record your answers to these questions:

- a. Esperanza tells Miguel, "Nothing is right here!" What are at least three unfair things that Esperanza uses as evidence to support her statement that life in the United States is full of injustice?

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- b. Miguel says that even though life is hard in the United States, it is better for him than it was in Mexico. Why?

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c. Does Esperanza agree that life is better for Miguel? Why or why not?

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**MORE CHALLENGE:** In the passage, Esperanza wonders, "Could I fall all the way back to Mexico if I never opened my eyes again?" (p. 223) What does she mean by this? What is Esperanza wishing would happen?

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**Day 3**

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

**Metaphor:** The comparison of one thing to another without the use of *like* or *as*.

**Literal meaning:** What the actual words in the text mean.

**Figurative meaning:** What the words are trying to help you understand.

Example: *Her eyes lit up when she saw the dog.*

Literal Meaning:	Figurative Meaning:
Actual lights came on in her eyes.	Her eyes showed how excited and happy she was to see the dog.

Find a partner and work together to write the literal and figurative meanings for the quotes from *Esperanza Rising* below:

1. "*Aguántate tantito y la fruta caerá en tu mano.*" (Translation: Wait a little while, and the fruit will fall into your hand.) pp. 222–223

Literal Meaning:	Figurative Meaning:

2. "But it does no good. Look at yourself. Are you standing on the other side of the river? No! You are still a peasant!" p. 224

Literal Meaning:	Figurative Meaning:

**MORE CHALLENGE:** Find other metaphors in *Esperanza Rising* or in your free choice texts and record the literal and figurative meanings below:

Metaphor	Literal Meaning:	Figurative Meaning:



## Additional Work with Complex Text



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

#### Day 1

1. Discuss and record your answers to these questions:

- a. Esperanza tells Miguel, "Nothing is right here!" What are at least three unfair things that Esperanza uses as evidence to support her statement that life in the United States is full of injustice?

*Sample student response: Esperanza and her family and friends face a lot of discrimination because they are Mexican. For example, Isabel will not be May queen, Miguel is not allowed to work on the engines, people get deported if they speak against the growers, Mexicans are allowed to use the public pool only on Fridays, and the living conditions for white migrant workers are better than those of Mexican immigrant laborers.*

- b. Miguel says that even though life is hard in the United States, it is better for him than it was in Mexico. Why?

*Sample student response: Miguel believes that he has a chance for a better life in the United States, even if it is a small chance. He believes that with enough determination, patience, and hard work, he will better his lot in life.*

- c. Does Esperanza agree that life is better for Miguel? Why or why not?

*Sample student response: No, Esperanza does not agree with him. He thinks he is still being treated like a second-class citizen and that his determination and patience will not pay off.*

**MORE CHALLENGE:** In the passage, Esperanza wonders, "Could I fall all the way back to Mexico if I never opened my eyes again?" (p. 223) What does she mean by this? What is Esperanza wishing would happen?

*Sample student response: Esperanza wishes to return to her life in Mexico, before her father died.*

**Day 3**

Sample student responses:

1. "Aguántate tantito y la fruta caerá en tu mano." (Translation: Wait a little while and the fruit will fall into your hand.) pp. 222–223

<b>Literal Meaning:</b>	<b>Figurative Meaning:</b>
<i>If you wait, fruit will fall into your hand.</i>	<i>If you have patience, you will get what you want.</i>

2. "But it does no good. Look at yourself. Are you standing on the other side of the river? No! You are still a peasant!" p. 224

<b>Literal Meaning:</b>	<b>Figurative Meaning:</b>
<i>Is Miguel actually standing on the other side of the river?</i>	<i>Is Miguel in a better situation than he was before? Is he no longer a peasant?</i>



## Independent Reading



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

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



#### Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.5.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)

#### Student Materials

##### Days 1–3:

- Research reading text
- Independent reading journal
- Vocabulary log

##### Day 4:

- Research reading text
- Vocabulary log

#### Directions:

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##### Days 1 and 2

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

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

**Day 3**

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in 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. Respond to this prompt in your independent reading journal: How does your reading connect to your work in the module lessons?

**Day 4**

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

**Research Share:**

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
  - 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. ("I have learned \_\_\_\_\_.")
  - c. Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are \_\_\_\_\_ and \_\_\_\_\_. They mean \_\_\_\_\_.")

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

## Additional Language and Literacy Block

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5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions. ("Can you tell me more about \_\_\_\_\_?")
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.



## Additional Work with Complex Text

### Unit 3, Week 1: Teacher Guide



#### Daily Learning Targets

##### Days 2 and 4

- I can recognize and explain the meaning of metaphors in a text. (RL.5.4, L.5.5a)
- I can compare the reactions of two characters in a text. (RL.5.3)

#### Teaching Notes

- On Day 2, students analyze two paragraphs from the module text, *Esperanza Rising*, and explain how each contributes to their understanding of how Esperanza and Miguel are reacting to the experience of leaving Mexico and coming to the United States. Exploring the author’s use of figurative language in this passage helps students understand the deeper meaning of the text. It also develops the language and concepts needed to discuss the extended metaphors explored in Additional Work with Complex Text: Week 1, Day 3, and in the module assessments and performance task.
- On Day 4, students explore two more metaphors in the passage from *Esperanza Rising*.
- **Differentiation:**
  - Note that, as explained in the Unit Overview, 🏔️ and 🏠 are grouped together, because these students will benefit from the Language Dives in the lessons.
  - Day 4: To help students during discussion, provide sentence frames. (Examples: “Miguel/ Esperanza reacts \_\_\_\_ because \_\_\_\_.” “Miguel is trying to explain \_\_\_\_.”) Consider making a copy and annotating salient parts of the text ahead of time for students who need additional support.
  - 🏔️ 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: To provide heavier support on Day 2, discuss the purpose of the hyphen in *second-class*. To provide lighter support, invite students to discuss the verb form *stood*, compare it to other forms, and explain why this form is used in this sentence.
- **In advance:**
  - Post Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

### Materials

#### Days 2 and 4

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student in ■●◆ groups)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ *Esperanza Rising* (from Unit 1 of the module lessons; one per student)
- ✓ **Day 2 Only:** Colored pencils (orange and green; one of each per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

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

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

#### ■●◆▲ Day 2: Small Group Instruction (18 minutes, repeated three times)

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.

- Tell students that today they will look more closely at the arguments of Esperanza and Miguel as to whether or not life is better in Mexico or the United States.
- Tell students to read to themselves the second and third paragraphs on page 222 of *Esperanza Rising*, starting with “In Mexico, I was a second-class citizen . . .” and ending with “Why don’t you speak up for yourself and your talents?” As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Targets and discuss their meaning.
- Turn and Talk:
  - *“Miguel and Esperanza are disagreeing about something. What are they disagreeing about?” (Miguel is saying that the United States is a place of opportunity, and Esperanza is disagreeing.)*
- Read aloud the sentences from the top of the Teacher-Guided Student Activity Card, and invite students to read along silently in their heads.
- Encourage productive and equitable conversation among the students about the meaning of the sentence. If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
  - *“There is a phrase in these sentences you might not know: second-class citizen.”*
  - *“Who is talking in these sentences? Who said he was a second-class citizen in Mexico?” (Miguel)*
  - *“What is a citizen? What is another word for citizen?” (someone who lives in a country and has legal status—i.e., national or inhabitant)*
  - *“How was the life of Esperanza different from the life of Miguel in Mexico? (Life was much easier for Esperanza—she was rich and had all of her needs met, while Miguel didn’t.)*
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
  - *Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- Tell students that when we travel, there are often different classes of travel. There are first-class passengers on trains and planes who get opportunities that other travelers don’t get—for example, larger seats or extra food and drinks. The other passengers are second-class.
- Connect this to Miguel and Esperanza. Tell students that a second-class citizen is someone who belongs to a group that does not have the same opportunities as another group in a society—for example, the poor farmworkers like Miguel and his family don’t have the same opportunities as the rich farm owners like Esperanza’s family.
- Invite students to look at the first sketch, symbolizing a river, drawn on their activity card to help them understand what a river is.
- Ensure students understand that Miguel wasn’t literally trying to get across a river—he was using the river and the two sides of the river to communicate his idea.

- Turn and Talk:
  - “*Why do you think Miguel chose a river to represent his ideas about the differences between him and Esperanza?*” (Responses may vary, but could include that a river separates the two sides, and it is hard to cross from one side to the other without a bridge. Miguel didn’t think he could cross to Esperanza’s side in Mexico.)
- Post and briefly review the definition of *metaphor* (figurative language—a word or phrase for one thing that is used to describe another to show the two things are similar), and remind students that they have been working with metaphors in the module lessons.
- Invite students to draw a thought/idea cloud around the pictures of the rivers on their activity card, to show it is a metaphor rather than something real.
- Point to the first river and the subheading “Mexico.”
-  
  - Invite students to work with a partner to discuss ideas and to use a **green pencil** to draw and label stick figures to show where Miguel thinks he and Esperanza were on the river in Mexico.
  - Refocus the group and invite them to share where they drew their stick figures, using evidence from the text to support their ideas. Miguel and Esperanza should be on opposite sides of the river because Miguel said on page 222, “In Mexico I was a second-class citizen. I stood on the other side of the river, remember?”
  - Invite students to work with a partner to discuss ideas and to use a green pencil to draw and label stick figures to show where Miguel thinks he and Esperanza are on the second river in the United States.
  - Refocus the group and invite them to share where they drew their stick figures. Miguel should be crossing the river on a bridge because he says on page 222, “At least, I have a chance, however small, to become more than what I was.”
  - Invite students to work with a partner to discuss ideas and to use an **orange pencil** to draw and label stick figures to show where Esperanza thinks she and Miguel were on the river in Mexico.
  - Refocus the group and invite them to share where they drew their stick figures, using evidence from the text to support their ideas. Miguel and Esperanza should be on opposite sides of the river because Esperanza said on page 222, “You are still a second-class citizen.” The word *still* shows she thought he was a second-class citizen before.
  - Invite students to work with a partner to discuss ideas and to use an orange pencil to draw and label stick figures to show where Esperanza thinks she and Miguel are on the second river in the United States.
  - Refocus the group and invite them to share where they drew their stick figures. Miguel should be on the other side of the river from Esperanza because she says on page 222, “You are still a second-class citizen because you act like one.”)
-   Invite students to draw and label a stick figure in green pencil to represent Esperanza on one side of the river.
  - Ask:
    - “*In Mexico, did Miguel think he was on the same side of the river as Esperanza? How do you know?*” (No, he felt like a second-class citizen. He didn’t have the same opportunities that she did. He tells Esperanza on page 222 that in Mexico he was a second-class citizen who stood on the other side of the river.)

- Invite students to point on the picture of the river to where Miguel thought he was in Mexico. Students should point to the other side of the river from where they have drawn Esperanza.
- Invite students to draw and label Miguel in green pencil on the other side of the river.
- Point to the second river and the subheading “United States.”
- Invite students to draw and label a stick figure to represent Esperanza on one side of the river.
- Ask:

***“In the United States, does Miguel think he is on the same side of the river as Esperanza? How do you know?” (Not quite, but he thinks he has more of a chance.)***

- Invite students to point on the picture of the river to where Miguel thinks he is in the United States. Students might point somewhere in the middle or more toward the side Esperanza is on.
- Turn and Talk:

***“How can we represent Miguel feeling like he is at least crossing the river to the other side? How do we cross rivers?” (using a bridge)***

- Invite students to draw a bridge and to draw and label Miguel on the bridge.
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Week 1: Student Task Card task for Day 3, providing models where helpful.
- Collect the activity cards to review student work and to identify common issues to use as whole group teaching points.

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

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

#### **■●◆▲ Day 4: Small Group Instruction (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve **Esperanza Rising** and read pages 221–224 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.

- Briefly review the answers to Day 3 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Invite students to pair up and to label themselves A and B.
- Guide students through each of the questions on their activity card and invite them to record their responses using the following process:
  - Read the question.
  - Invite students to read the question chorally with you.
  - Invite partner A to ask the question to partner B.
  - Invite partner B to respond.
  - Invite partner B to ask the same question to partner A.
  - Invite partner A to respond, but to build upon partner B’s response to the question using sentence frames like, “I agree with you that \_\_\_\_\_, and I would add \_\_\_\_\_.”
  - Invite students to record their answer to the question on their activity cards.
  - Select a student to share the answer he or she discussed with the whole group. See the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)** to confirm student responses.
- Ensure students understand the different reactions that Esperanza and Miguel have to being second-class citizens, the metaphors each uses to illustrate her or his thinking, and the life experience that creates each of their reactions.
- Collect activity cards to review student work and to identify common issues to use as whole group teaching points.

### ▲ Day 4: Small Group Instruction (20 minutes)

- Invite students to retrieve *Esperanza Rising* and read pages 221–224 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Redistribute the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.
- Review the Daily Learning Targets and discuss their meaning.
- Focus students on the sentence at the top of their activity cards:
  - “In Mexico, I was a second-class citizen. I stood on the other side of the river, remember?”
- Mini Language Dive:
  - On **chart paper** or on the board, 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 focus on the same important sentence from the passage they worked with on Day 2.
- Turn and Talk:

***“What punctuation does this sentence end with?” (a question mark)***

- Draw a question mark on the board.

***“Where do we write a question mark in English?” (at the end of a sentence)***

***“Are all languages the same?” (No. For example, in Spanish an “upside-down” question mark is sometimes also placed at the beginning of a sentence.)***

***“What is the purpose of this punctuation?” (to indicate a question)***

- Direct students’ attention to the speech Esperanza gives Miguel that starts on page 221 and continue to page 222 from “Is this the better life that you left Mexico for?” to “Is this life really better than being a servant in Mexico?”
- Invite students to scan the speech and count the question marks.

***“Why was Esperanza asking all these questions? Did she not know the answer?” (She was trying to get Miguel to think about the answer.)***

- Write the phrase *rhetorical question* on the board or on chart paper and explain the purpose of rhetorical questions. In this case, Esperanza is trying to get Miguel to understand that life in the United States is not “the other side of the river.” They are still second-class citizens.
- Lead a brief discussion about some of the rhetorical questions that students may hear in school. (Examples: “Can you get your pencils out?” and “Can everyone look up here?”) Reinforce that a teacher does not expect an answer to these questions.
- Invite students to practice creating rhetorical questions. Post the following sentence stems. For heavier support, model using the sentence stems first.

*“I was \_\_\_\_\_, remember?”*

*“I went \_\_\_\_\_, remember?”*

- Guide students through each of the questions on their activity card and invite them to record their responses using the following process:
  - Read the question.
  - Invite students to read the question chorally with you.
  - Invite partner A to ask the question to partner B.
  - Invite partner B to respond.
  - Invite partner B to ask the same question to partner A.
  - Invite partner A to respond, but to build upon partner B’s response to the question using sentence frames like, “I agree with you that \_\_\_\_\_, and I would add \_\_\_\_\_.”
  - Select a student to share the answer they discussed with the whole group. See the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference) to confirm student responses.
- Ensure students understand the different reactions that Esperanza and Miguel have to being second-class citizens, the metaphors each uses to illustrate her or his thinking, and the life experience that creates each of their reactions.
- Collect activity cards to review student work and to identify common issues to use as whole group teaching points.



## Additional Work with Complex Text



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

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



#### Daily Learning Targets

##### Days 2 and 4:

- I can recognize and explain the meaning of metaphors in a text. (RL.5.4, L.5.5a)
- I can compare the reactions of two characters in a text. (RL.5.3)

#### Student Materials

##### Days 2 and 4:

N/A

#### Directions:

##### Day 2

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

"In Mexico, I was a second-class citizen. I stood on the other side of the river, remember? And I would have stayed that way my entire life. At least here, I have a chance, however small, to become more than what I was." (*Esperanza Rising*, p. 222)

##### Mexico

river



##### United States

river



**Day 4**

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

1. Both Miguel and Esperanza are on "one side of the river." What is their reaction to being treated like second-class citizens? Why do they have different reactions?

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2. Why does Miguel say, "Aguántate tantito y la fruta caerá en tu mano" (translation: wait a little while and the fruit will fall into your hand) to Esperanza? What is he trying to explain to her?

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3. What is Esperanza's reaction to Miguel's advice?

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4. What would you say to Esperanza? What would you say to Miguel? Why?

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## Additional Work with Complex Text



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

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



#### Daily Learning Targets

##### Days 2 and 4:

- I can recognize and explain the meaning of metaphors in a text. (RL.5.4, L.5.5a)
- I can compare the reactions of two characters in a text. (RL.5.3)

#### Student Materials

##### Day 2:

- Green and orange pencils

##### Day 4

- N/A

#### Directions:

##### Day 2

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

"In Mexico, I was a second-class citizen. I stood on the other side of the river, remember? And I would have stayed that way my entire life. At least here, I have a chance, however small, to become more than what I was." (*Esperanza Rising*, p. 222)

##### Mexico

river



##### United States

river



**Day 4**

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

1. Both Miguel and Esperanza are on "one side of the river." What is their reaction to being treated like second-class citizens? Why do they have different reactions?

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2. Why does Miguel say, "Aguántate tantito y la fruta caerá en tu mano" (translation: wait a little while and the fruit will fall into your hand) to Esperanza? What is he trying to explain to her?

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3. What is Esperanza's reaction to Miguel's advice?

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4. What would you say to Esperanza? What would you say to Miguel? Why? Create a metaphor to help explain your advice to them.

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## Reading and Speaking Fluency



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

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



### Daily Learning Targets

#### Day 2:

- I can set fluency goals. (RF.5.4)
- I can help my partner self-assess his or her reading fluency. (RF.5.4)

#### Day 4:

- I can read a passage aloud fluently. (RF.5.4)

### Student Materials

#### Days 2 and 4:

- "Miguel's Monologue"
- Fluency Self-Assessment Checklist

### Directions:

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#### Day 2

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

1. Whisper read "Miguel's Monologue" to yourself.
2. Find a partner who is reading the same passage as you and number yourselves A and B.
3. Read the text aloud together (at the same time).
4. Partner A read aloud.
5. Partner B use the Fluency Self-Assessment Checklist to identify a star and a step for partner A.
6. Partner B read aloud.
7. Partner A use the Fluency Self-Assessment Checklist to identify a star and a step for partner B.

8. Use the star and step from your partner to write something you are good at, and something you want to get better at:

I am good at . . .	I want to get better at . . .

9. Talk to your partner: What can I do to get better?
10. Record how you will get better:
- \_\_\_\_\_
- \_\_\_\_\_
11. If you have time, practice reading aloud again. Try to work on the thing you want to get better at.
- \_\_\_\_\_

**Day 4**

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

1. Reread the criteria on your Fluency Self-Assessment Checklist as a group.
2. Read what you recorded on your task card on Day 2 about what you want to get better at and how you can do it.
3. Practice whisper reading "Miguel's Monologue" to yourself.
4. Facilitator: Reads his or her fluency passage aloud while the group listens.
5. Each person in the group gives a star—something they liked about the reading fluency. Use these examples to help you:
  - a. "I liked how you stopped—it made the next sentence very dramatic."
  - b. "The speed of your reading was appropriate—especially when \_\_\_\_\_. Great job!"
  - c. "I liked how you corrected the pronunciation of \_\_\_\_\_."

- d. "I noticed that you \_\_\_\_."
  - e. "I liked how your voice was expressive—it helped me better understand the feelings of the characters."
6. Repeat steps 4–5 with each person in the group reading aloud.
  7. Self-assess where you are now on the fluency checklist by placing a check mark in the columns.



## Additional Work with Complex Text



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

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#### Day 2

See description in lesson plan for how diagrams should look.

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#### Day 4

1. Both Miguel and Esperanza are on "one side of the river." What is their reaction to being treated like second-class citizens? Why do they have different reactions?

*Sample student response: Esperanza is angry and hopeless, while Miguel is hopeful and determined to change things.*

2. Why does Miguel say, "Aguántate tantito y la fruta caerá en tu mano" (translation: wait a little while and the fruit will fall into your hand) to Esperanza? What is he trying to explain to her?

*Sample student response: Be patient, and you will get what you want.*

3. What is Esperanza's reaction to Miguel's advice?

*Sample student response: She got upset because it reminded her of her father.*

4. What would you say to Esperanza? What would you say to Miguel? Why?

*Student responses will vary.*



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

- Day 1: I can write fluently for 7 minutes. (W.5.2, W.5.4, W.5.10)
- Day 3: I can write fluently for 10 minutes. (W.5.2, W.5.4, W.5.10)

#### Teaching Notes

- On Day 1, students review what it means to write fluently. Then they review the different types of writing they have discussed throughout the module lessons: writing a sentence, a short response, and a paragraph. They choose a topic of their choice or respond to a prompt, writing continuously for 7 minutes.
- On Day 3, students discuss strategies to use when they are not sure what to write about. Then students choose either a topic of their choice or from several prompts related to the module lessons as they write continuously for 10 minutes.
- **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.
  - Note that, as explained in the Unit Overview, 🟩 and 🟦 are grouped together because they may have similar needs in terms of pacing and the number of prompts presented.
  - 🟩 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, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider inviting students to orally respond to the prompt in their home language with a partner who shares their home language before writing their response.
- **In advance:**
  - Post Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Writing Practice poster will be in the area where the teacher will be working with groups.

#### Materials

##### Days 1 and 3

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in 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* (from Unit 1; one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ **Day 3 Only:** Ways to Write Continuously anchor chart (begun in Unit 2, Week 2, Day 2: Writing Practice)
- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

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

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

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

- Invite students to retrieve *Esperanza Rising* and read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning targets. Point out to students that this week they will be focusing on writing fluently.
- Direct students' attention to the definition of *writing fluency* at the top of their activity cards: 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. If necessary, review any terms in this definition.
- Using a total participation technique, invite responses from the group:

***“Based on our work in Units 1 and 2, how we can respond to a question or prompt in writing?” (We can write a sentence, a short response, or a paragraph.)***
- Direct students' attention to the Types of Written Responses on their activity cards.
- Review the differences between each type of response, pointing out that short responses are usually shorter than paragraphs and don't need to be in any particular order as long as they answer each part of the question they are answering.
- Direct students' attention to the writing prompts on the activity card and chorally read them aloud.

- Point out that the first two prompts have to do with a character other than the students themselves. These are good opportunities to practice empathy or imagining how other people feel. The third prompt is their opportunity to practice writing in their own voice as they write a monologue as themselves.
- Repeat a similar instructional sequence to the one below for each prompt:
  1. Repeat and rephrase the prompt.
  2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
  3. Model selecting the prompt and thinking about how to respond to the prompt.
  4. Invite students to select a prompt to respond to.
  5. Ask students to tell an elbow partner, in their own words, what they will write.
    - 🗿 Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 7 minutes to respond to the prompt. Tell them they should try to write for the entire 7 minutes, and that they can refer to their Units 1–2 module texts as they write.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
  - “What were your challenges as you wrote today?”*
  - “What were your successes?”*
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
  - Conversation Cue: “Who can repeat what your classmate said?” (Responses will vary.)*
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.
- Collect Teacher-Guided Student Activity Cards to review student responses to identify common issues to use as teaching points on Day 3.

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

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

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

- Invite students to retrieve their *Esperanza Rising* and read it to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Redistribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target for today. Remind students that this week they are focusing on writing fluently, and today they will be writing for longer than they did on Day 1.
- Discuss with students what they can do when they get stuck and do not know what to write. As students share out, capture their responses on the **Ways to Write Continuously anchor chart**. For example:
  - Note some possible ideas and choose the one you know the most about.
  - Talk to an elbow partner to find out what he or she is writing.
  - Look through your texts to see if they give you any ideas.
  - Ask the teacher for help.
- Direct students' attention to the writing prompts on the task card and chorally read them aloud. Remind students they saw these prompts on Day 1 and that this time they are going to choose a different prompt. Repeat a similar instructional sequence to the one below for each prompt:
  - ■ ▲ Consider choosing only one or two of the prompts for students to focus on.
    1. Repeat and rephrase the prompt.
    2. If necessary, select a piece of unfamiliar language in the prompt. Invite students to explore the meaning by using their **online or paper translation dictionary**, discussing, and applying the language to their home life or education.
    3. Model selecting the prompt and thinking about how to respond to the prompt.
    4. Invite students to select a prompt to respond to.
    5. Ask students to tell an elbow partner, in their own words, what they will write.
  - ▲ Invite students to discuss the prompts in their home language with a student who shares the same home language. Students who do not have a home language in common can be given additional time to think or take notes on the prompt in their home language.
- Give students 10 minutes to respond to the prompt. Tell them they should try to write for the entire 10 minutes, and that they can refer to their Units 1–2 module texts and the Ways to Write Continuously anchor chart as they write.
  - ◆ If students finish quickly, they can choose to respond to another prompt, or they can revise their own or another's writing for spelling, punctuation, and grammar.
- Invite volunteers to read their responses aloud for the whole group.
- Invite students to reflect on the process of writing by discussing the following:
  - “*What were your challenges as you wrote today?*”
  - “*What were your successes?*”
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
  - “*Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)*”
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



## Writing Practice



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

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



### Daily Learning Targets

- Day 1: I can write fluently for 7 minutes. (W.5.2, W.5.4, W.5.10)
- Day 3: I can write fluently for 10 minutes. (W.5.2, W.5.4, W.5.10)

### Student Materials

#### Days 1 and 3:

- Units 1–2 module texts

### Directions:

#### Day 1

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.

#### Types of Written Responses:

- Sentence:
  - A group of words that expresses a complete idea
  - Usually must have a subject with a verb
- Short response:
  - Usually two or three complete sentences
  - Answers a question
- Paragraph:
  - Several sentences
  - Develops and conveys a topic
  - Organized to introduce the topic; develop the topic with reasons, evidence, or details; and end with a concluding statement or section
  - Uses linking words or phrases to connect ideas







## Word Study and Vocabulary



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

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



#### Daily Learning Targets

- Day 1: I can identify and explain words based on numerical prefixes. (RI.5.4, L.5.4)
- Day 3: I can use an academic vocabulary word in context. (L.5.6)

#### Student Materials

##### Day 1:

- Numerical Prefix Cards (one set per group)
- Dictionary (one per pair)

#### Directions:

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##### Day 1

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

1. Pair up with someone.
2. Take a set of Numerical Prefix Cards. Choose a numerical prefix to work with first.
3. Timekeeper: Set the timer for 30 seconds.
4. Work with your partner to list as many words as you can that start with that prefix.
5. When time is up, share your list with one other pair in your group.
6. For every word you and your partner list, you get points. You get 1 point for any word you wrote down and 2 points if you can explain how that word relates to its numerical prefix.
7. Determine which pair won. Congratulate each other on a good game!
8. Repeat with another numerical prefix.

**Day 3**

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

1. Say this word three times: **monologue**.
2. Pair up with someone. Talk with your partner about what the word means.
3. Practice using the word in sentences. Say two sentences aloud to your partner using the word.
4. Write two or three sentences using the word below. You can write more sentences if you have time:

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## Word Study and Vocabulary



### Unit 3, Week 2, Day 1: Numerical Prefix Cards

Uni- (one)	Mono- (one)
Bi- (two)	Tri- (three)
Quad- (four)	Deca-/Deci- (ten)
Cent-/Centi- (100)	Milli- (1,000)
Kilo- (1,000)	Mega- (1 million or very large)



## Independent Reading



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

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



### Daily Learning Targets

- Days 1 and 2: I can read my free choice reading text independently for 10 minutes. (RL.5.10, RI.5.10)
- Day 3: I can choose and respond to a prompt about my free choice reading text. (RI.5.10, RL.5.10)
- Day 4: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10, RI.5.10, SL.5.1)

### Student Materials

#### Days 1 and 2:

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

#### Day 3:

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

#### Day 4:

- Free choice reading text

### Directions:

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#### Days 1 and 2

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

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

**Day 3**

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in 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 Independent Reading Prompt Bookmarks to respond to. Respond to the prompt in your independent reading journal. Remember to choose a prompt carefully—choose one that you can respond to with the text you are reading.

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**Day 4**

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

**Text Share:**

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

Group: 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.



## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *mono-* and other numerical prefixes. (RF.5.3a, L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *oriri, orir, ori, or*. (RF.5.3a, L.5.4b)

#### Teaching Notes

- In this component, students focus on two academic vocabulary words. They practice using the words and analyze them using a Vocabulary Square (■●◆) or a Vocabulary Grid (▲) to gain a deeper understanding of the meaning of the word and how to use it. The process followed for the ■●◆ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
  - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, it is suggested ● and ◆ are grouped together to work on the same activity card.
  - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.
  - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
  - Post Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

#### Materials

##### Days 2 and 4

- ✓ Poster Walk posters (from Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 3, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)

- ✓ Supporting Peers anchor chart (begun in Unit 3, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ 🗨️ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Unit 1, Lesson 4 module lesson)

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

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

### ■ ● ◆ ▲ Days 2 and 4: Small Group Instruction (18 minutes, repeated three times)

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card** and invite students to read the card. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the sentence at the top of the task card. Read the sentence aloud and ask students to read along silently in their heads.
- Invite students to restate the sentence in their own words.
- Focus students on the word at the top of the task card. Say the word aloud, then invite students to say it aloud with you.
- Break the word down into syllables and say it aloud, then invite students to break it down into syllables and say each syllable aloud with you.
- Ask if students can explain what the word means and invite them to explain it for the group. Clarify where necessary.
  - 🗨️ Invite students to use their **online or paper translation dictionaries** to determine the meaning of the word in their home language.
- Provide a definition of the word that students can understand.
- Write the definition on the board or on **chart paper**.
- Invite students to use the chart on their activity card to break down the word into the root and the affixes using their **Affix List**, distributed in Unit 1 of the module lessons.

- Invite students to complete their Vocabulary Square/Grid. Depending on the group you are working with, some students may need to complete each section whole group, discussing the answer to record in each box with teacher guidance (■▲), while others may be able to complete it more independently. For those working independently, stop them frequently to share out their thinking.
- Collect Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



## Word Study and Vocabulary



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

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



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *mono-* and other numerical prefixes. (RF.5.3a, L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *oriri*, *orir*, *ori*, *or*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 4:

- Affix List
- Dictionary (one per pair)

#### Directions:

### Day 2

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

Reread this sentence from the Performance Task anchor chart:

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note.

The word is **"monologue."**

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

Prefix + meaning	Root + meaning	Suffix + meaning
	<i>logos</i> means	none

2. Complete the Vocabulary Square for the word **monologue**:

<p><b>Definition in your own words</b></p>	<p><b>Words with the same affix (mono)</b>          mono- _____           mono- _____</p>
<p><b>Words with the same root (logos)</b></p>	<p><b>Sketch</b></p>

#### Day 4

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

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note.

The word is **"original."**

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

Prefix + meaning	Root + meaning	Suffix + meaning
None	<i>oriri, orir, ori, and or</i> mean	-al means related to or characterized by

2. Complete the Vocabulary Square for the word **original**:

<b>Definition in your own words</b>	<b>Words with the same affix</b>  _____ -al  _____ -al
<b>Words with the same root</b> <b>(<i>oriri, orir, ori, or</i>)</b>	<b>Sketch</b>

**Word Study and Vocabulary****Unit 3, Week 2: Teacher-Guided Student Activity Card (●◆)****Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Daily Learning Targets**

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *mono-* and other numerical prefixes. (RF.5.3a, L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *oriri*, *orir*, *ori*, or. (RF.5.3a, L.5.4b)

**Student Materials****Days 2 and 4:**

- Affix List
- Dictionary (one per pair)

**Directions:****Day 2**

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

Reread the Performance Task anchor chart.

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note.

The word is **"monologue."**

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

Prefix + meaning	Root + meaning	Suffix + meaning
	<i>logos</i> means	

**Day 4**

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

Now that you have written an original monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note.

The word is **"original."**

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

Prefix + meaning	Root + meaning	Suffix + meaning
None	<i>oriri, orir, ori, and or</i> mean	<i>-al</i> means related to or characterized by

2. Complete the Vocabulary Square for the word **original**:

<p><b>Definition in your own words</b></p>	<p><b>Words with the same affix</b></p> <p>_____ -al</p> <p>_____ -al</p>
<p><b>Words with the same root</b> <b>(<i>oriri, orir, ori, or</i>)</b></p>	<p><b>Sketch</b></p>

3. Use the word in a sentence:

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## Word Study and Vocabulary



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

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



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *mono-*. (RF.5.3a, L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *orir, ori, ori, or*. (RF.5.3a, L.5.4b)

#### Student Materials

##### Days 2 and 4:

- Affix List
- Dictionary (one per pair)

#### Directions:

### Day 2

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

#### Sentence:

Now that you have written an original **monologue** about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note.

The word is "**monologue.**"

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

Prefix + meaning	Root + meaning	Suffix + meaning
	<i>logos</i> means	none

Word: Complete the Vocabulary Grid for the word **monologue**.

Pronunciation	Translation	Cognates
<b>Prefix</b> <i>mono-</i>	<b>Definition of prefix</b>	<b>Root and Definition of root</b> <i>logos</i> means word or study of
<b>Sketch</b>		
<b>Definition in your own words:</b>		
<b>Showing sentences</b> <ul style="list-style-type: none"> <li>– A read-aloud of your original monologue</li> <li>– The actor recited a powerful monologue on stage.</li> </ul>	<b>Words with the same affix</b> <i>Mono-</i> _____ <i>Mono-</i> _____  <b>Words with the same root</b> – _____ – _____	

#### Day 4

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

Now that you have written an **original** monologue about a character's response to an event or situation from *Esperanza Rising*, you are going to present your monologue with your group. Your group will also create a program that includes the order of your group's monologues, the cast, and a Directors' Note.

The word is **"original."**

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

Prefix + meaning	Root + meaning	Suffix + meaning
None	<i>oriri, orir, ori, and or</i> mean	<i>-al</i> means related to or characterized by

Word: Complete the Vocabulary Grid for the word **original**.

Pronunciation		Translation		Cognates
<b>Root</b> oriri, ori orir, or	<b>Definition of root</b>	<b>Suffix</b> al	<b>Definition of root + suffix</b> <i>original</i> means	
<b>Sketch</b>				
<b>Definition in your own words</b>				
<b>Showing sentences</b> — — — —		<b>Words with the same suffix</b> _____ <i>-al</i> _____ <i>-al</i>  <b>Words with the same root</b> — _____ — _____		



## Word Study and Vocabulary

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

#### Day 2

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

Prefix + meaning	Root + meaning	Suffix + meaning
mono means one	logos means word or study of	none

2. Complete the Vocabulary Square for the word **monologue**:

<p><b>Definition in your own words</b> Responses will vary, but may include: A speech given by one actor</p>	<p><b>Words with the same affix</b> Responses will vary, but may include: – Monocle – Monotony – Monopoly – Monogamy</p>
<p><b>Words with the same root (logo)</b> Responses will vary, but may include: – Epilogue – Dialogue – Prologue</p>	<p><b>Sketch</b> Responses will vary. Sketch will show one person talking.</p>

3. Use the word in a sentence:

Responses will vary, but may include: *The actress gave a powerful monologue.*

#### Day 4

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

Prefix + meaning	Root + meaning	Suffix + meaning
None	oriri, orir, ori, and or mean To rise, to begin or the source	al means related to or characterized by

2. Complete the Vocabulary Square for the word **original**:

<p><b>Definition in your own words</b>  <i>Responses will vary, but may include:                  Created directly by someone, not a copy                  First or earliest</i></p>	<p><b>Words with the same affix</b>  <i>Responses will vary, but may include:</i></p> <ul style="list-style-type: none"> <li>– Animal</li> <li>– Nocturnal</li> <li>– Burial</li> <li>– Proposal</li> <li>– Spinal</li> <li>– Facial</li> <li>– Legal</li> </ul>
<p><b>Words with the same root</b>  <i>Responses will vary. Suggestions include:</i></p> <ul style="list-style-type: none"> <li>– Orient</li> <li>– Oriental</li> <li>– Orientation</li> <li>– Abort</li> <li>– Originality</li> <li>– Originates</li> <li>– Aboriginal</li> </ul>	<p><b>Sketch</b>  <i>Responses will vary. Sketch will show something that is not a copy or the first of its kind.</i></p>

3. Use the word in a sentence:

*Responses will vary, but may include: The original song was very good, but the remake is not.*



## Word Study and Vocabulary

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

#### Day 2

Sample responses. Student responses may vary.

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

Prefix + meaning	Root + meaning	Suffix + meaning
mono means one	logos means word or study of	None

Pronunciation	Translation	Cognates
'mɒnəlɒg	monólogo	monologo

Prefix	Definition of prefix	Root and Definition of root
mono	One	-logos means word or study of

Sketch
a sketch showing someone giving a speech on their own

Definition in your own words
A speech given by one person

Showing sentences	Words with the same affix
<ul style="list-style-type: none"> <li>– A read-aloud of your original monologue</li> <li>– The actor recited a powerful monologue on stage.</li> </ul>	<ul style="list-style-type: none"> <li>– Monocle</li> <li>– Monotony</li> <li>– Monopoly</li> <li>– Monogamy</li> </ul>
	<b>Words with the same root</b> <ul style="list-style-type: none"> <li>– Epilogue</li> <li>– Dialogue</li> <li>– Prologue</li> </ul>

**Day 4**

Sample responses. Student responses may vary.

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

Prefix + meaning	Root + meaning	Suffix + meaning
None	oriri, orir, ori, and or mean To rise, to begin or the source	al means related to or characterized by

2. Word: Complete the vocabulary grid for the word **original**.

Pronunciation		Translation		Cognates
ə'ɹɪdʒənəl		original		original
Root	Definition of root	Suffix	Definition of root + suffix	
oriri-, ori-, orir, or	To rise, to begin or the source	al	Original means first or earliest of something	
<b>Sketch</b>				
<i>Responses will vary. Sketch will show something that is not a copy or the first of its kind.</i>				
<b>Definition in your own words</b>				
<i>Responses will vary, but may include: Created directly by someone, not a copy First or earliest</i>				
<b>Showing sentences</b>			<b>Words with the same suffix</b>	
<ul style="list-style-type: none"> <li>– I have an original idea.</li> <li>– The original song was written many years ago, and they have remade it.</li> </ul>			<ul style="list-style-type: none"> <li>– Animal</li> <li>– Nocturnal</li> <li>– Burial</li> </ul>	
			<b>Words with the same root</b>	
			<ul style="list-style-type: none"> <li>– Orient</li> <li>– Aboriginal</li> <li>– Orientation</li> </ul>	



## Writing Practice



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

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



### Daily Learning Targets

- Day 2: I can write fluently for 10 minutes. (W.5.2, W.5.4, W.5.10)
- Day 4: I can write fluently for 12 minutes. (W.5.2, W.5.4, W.5.10)

### Student Materials

#### Days 2 and 4:

- Units 1–2 module texts

### Directions:

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#### Day 2

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

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

#### Writing Prompts

Choose a prompt and use your Units 1–2 module texts to respond:

- Choose another event in *Esperanza Rising* that is meaningful to you and write a monologue for one of the characters.
- Write a monologue for a character in another book you are reading (not *Esperanza Rising*) in response to a situation.
- Write a monologue for yourself, a friend, or a family member describing a reaction to a significant event.
- Write about a topic of your choice.

