

Grade 5: Module 2: Unit 2

Additional Language and Literacy Block

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






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

The ALL Block for each unit contains the following:

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

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

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

ALL 5M2 UNIT 2 OVERVIEW	
 <p>Reading and Speaking Fluency/GUM RF.5.4</p>	<ul style="list-style-type: none"> Students read excerpts from <i>The Most Beautiful Roof in the World</i> aloud for fluency and accuracy. ELLs complete the same activities as other students. Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Additional Work with Complex Text RL.5.4, L.5.4a, L.5.5a, L.5.5b</p>	<ul style="list-style-type: none"> Students analyze and interpret similes, metaphors, and idioms in texts they have been reading in the module lessons. ELLs analyze and interpret similes, metaphors, and idioms with specific language instruction. Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Independent Reading RL.5.10, RI.5.10, SL.5.1</p>	<ul style="list-style-type: none"> All students read both research texts (related to the topic of rainforests) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion. ELLs complete the same activities as other students.
 <p>Writing Practice RL.5.1, W.5.2a, W.5.2b, W.5.2c</p>	<ul style="list-style-type: none"> Students analyze and write informative paragraphs about the use of concrete and sensory details in texts. ELLs analyze a model paragraph in order to understand the structure of a paragraph. They then write informative paragraphs about the use of concrete and sensory details in a text. Suggested student grouping for teacher-guided instruction: group 1 ◆, ▲ group 2 ■, group 3 ● (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Word Study and Vocabulary L.5.4b, L.5.6</p>	<ul style="list-style-type: none"> Students analyze the prefixes <i>en-/em-</i> and <i>centi-</i> and analyze two vocabulary words containing those prefixes (using Frayer Models). They practice using each of the two words in context. ELLs practice using the prefix <i>centi-</i> and the root <i>-struct</i>. Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 5M2 UNIT 2 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 2 ALL Block: Week 1, Day 1	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals.</p> <p>Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students with a shorter excerpt of text.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (●), (■), (◆), (▲) Fluency Self-Assessment Checklist 	<p>Additional Work with Complex Text</p> <p>Overview: Students analyze and interpret similes from The Most Beautiful Roof in the World. Using words and pictures, they explain how each simile contributes to their understanding of what is being described.</p> <p>Learning Target: I can recognize and explain the meaning of similes in a text. (RL.5.4, L.5.4a, L.5.5a)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Independent Reading: Student Task Card
Lesson 3 ALL Block: Week 1, Day 2	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students analyze and interpret similes and metaphors from the texts they have been working with in the module lessons. Using words and pictures, they explain how each comparison contributes to their understanding of what is being described.</p> <p>Learning Target: I can recognize and explain the meaning of similes and metaphors in a text. (RL.5.4, L.5.4a, L.5.5a)</p> <p><i>ELLs complete the same activities as other students. See the Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (■), (●), (◆), (▲) 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1.</p> <p>Learning Target: I can help my partner self-assess his or her reading fluency. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

ALL 5M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency Overview: With teacher guidance, students consider how to read dialogue aloud and with expression to convey meaning. Learning Target: I can read a text aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students with a shorter excerpt of text.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: Students analyze and interpret metaphors from <i>The Most Beautiful Roof in the World</i> . Using words and pictures, they explain how each metaphor contributes to their understanding of what is being described. Learning Target: I can recognize and explain the meaning of metaphors in a text. (RL.5.4, L.5.4a L.5.5a) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals. Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students recognize and explain the meaning of common idioms drawn from the texts they have been working with in the module lessons. Using words and pictures, they explain the meaning of each idiom in context and add it to their vocabulary logs. Learning Target: I can recognize and explain the meaning of idioms in a text. (RL.5.4, L.5.4a L.5.5a) <i>ELLs complete the same activities as other students. See the Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i> Printed Materials: N/A	Reading and Speaking Fluency/GUM Overview: All students follow a task card to read/performance their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress. Learning Target: I can read a passage aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 6	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

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ALL 5M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 7	FLEX DAY		
ALL Block: Week 2, Day 1	Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 8	Writing Practice Overview: With teacher guidance, students analyze an informative paragraph, noticing how information is grouped in the paragraph. Students work together to build an understanding of how to organize an informative paragraph. Students then use the Explaining Quotes: “The Dreaming Tree” graphic organizer to analyze the concrete language and sensory details in “The Dreaming Tree,” discussing how this language conveys experiences and events precisely. Learning Target: I can group related information logically in an informative paragraph. (RL.5.1, W.5.2, W.5.2a, W.5.2b) <i>With teacher guidance, students analyze the language in the Comparison Paragraph frame, noticing how information is grouped and introduced in the paragraph. Students work together to build an understanding of how to organize an informative paragraph. Students then use the Explaining Quotes: “The Dreaming Tree” graphic organizer to analyze the concrete language and sensory details in “The Dreaming Tree,” discussing how this language supports the prompt and the focus statement for their informative paragraph. See the Unit 2, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none">• Unit 2, Week 2: Writing Practice: Teacher Guide• Unit 2, Week 2: Writing Practice: Week 1: Teacher-Guided Student Activity Card• Evidence Chunk	Word Study and Vocabulary Overview: Students follow a task card to work through the List/Group/Label protocol. Learning Target: I can organize words into categories by looking at the roots and affixes. (L.5.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none">• Unit 2, Week 2: Word Study and Vocabulary: Student Task Card• Day 1 Words	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none">• Unit 2, Week 2: Independent Reading: Student Task Card

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ALL 5M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 9 ALL Block: Week 2, Day 3	<p>Word Study and Vocabulary: With teacher guidance, students use a Frayer Model to analyze the meaning of the word <i>endangered</i> with a focus on the prefix <i>en-</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>Learning Targets: I can analyze the meaning of an academic vocabulary word with the prefix <i>en-</i>. (L.5.4b)</p> <p>I can analyze the meaning of an academic vocabulary word with the root <i>struct</i>. (L.5.4b)</p> <p><i>With teacher guidance during a Language Dive, ELLs use a Vocabulary Grid to explore the word destruction with the root struct in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■ ● ◆), (▲) 	<p>Writing Practice</p> <p>Overview: Students follow a task card and build up stamina in writing fluency. They use what they have learned about explaining quotes from a text to write an informative paragraph analyzing the concrete language and sensory details used in “The Dreaming Tree.”</p> <p>Learning Target: I can write a paragraph explaining how an author uses concrete language and sensory details to describe experiences and events. (RL.5.1, W.5.2, W.5.2a, W.5.2b)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 2, Week 2: Writing Practice: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

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ALL 5M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 4	Writing Practice Overview: With teacher guidance, students continue to analyze an informative paragraph, noticing how the topic is developed and how ideas are linked across the paragraph. Learning Target: I can develop a topic by adding additional details and quotes from the text and using words and phrases to link my ideas. (RL.5.1, W.5.2, W.5.2b, W.5.2c) <i>ELLs complete the same activities as other students. See the Unit 2, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Word Study and Vocabulary Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.5.6) <i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 11 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the word <i>centimeter</i> with a focus on the prefix <i>centi-</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. Learning Target: I can analyze the meaning of an academic word with the prefix <i>centi-</i> . (L.5.4b) <i>With teacher guidance and a Language Dive, ELLs use a Vocabulary Grid to explore the word centimeter and prefix centi- in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 2, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i> Printed Materials: N/A	Writing Practice Overview: Students follow a task card and build up stamina in writing fluency. They use what they have learned about using linking words and phrases and developing the topic to revise their informative paragraphs about the concrete language and sensory details used in "The Dreaming Tree." Learning Target: I can use linking words and phrases to connect my ideas across my paragraph. (RL.5.1, W.5.2, W.5.2b, W.5.2c) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10/RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

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ALL 5M2 UNIT 2 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 13	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)

Day 3:

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

Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- In Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with “Meg Lowman climbs trees.” should be considered page 2 and all pages thereafter numbered accordingly.
- **Differentiation:**
 - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
 - 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 heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *The Most Beautiful Roof in the World* (text; one per student)
- ✓ Day 1: Sticky notes (two per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

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

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the **posted Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 2, Week 1: Independent Reading: Student Task Card** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol handouts**.

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

- Invite students to open up their copies of *The Most Beautiful Roof in the World* and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
 - ▲ Pages 31–33, starting at “James and Edward are very excited ...” and ending at “Totally awesome.”
 - ■ Pages 31–33, starting at “James and Edward are very excited ...” and ending at “Totally awesome.”
 - ● Pages 31–33, starting at “James and Edward are very excited ...” and ending at “... inch out toward the bromeliad.”

- ◆Pages 31–33, starting at “James and Edward are very excited ...” and ending at “... working in Cameroon, West Africa.”
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt of text aloud once and invite students to read along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don’t understand in the text.
- ▲Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Read the excerpt aloud, and invite students to read along silently in their heads.
 - Read it again and invite students to read along chorally with you.
 - Invite students to place a finger on the phrase nose to nose and to read it aloud chorally with you.
 - Invite students to point to their nose.
 - Ask students to imagine their index finger is an animal’s nose and to show how they might come nose to nose with something or someone (model and look for students to place their nose against their finger.)
 - Tell students that the phrase *nose to nose* is an idiom. It is figurative rather than literal language. Turn and Talk:

“What do you think it means to be nose to nose with something?” (be very close to, touching)
 - If productive, cue students to expand the conversation by giving a non-literal example of being nose to nose:

Conversation Cue: “Can you give an example of something or someone being nose to nose?” (Responses will vary.)
 - If necessary, repeat a similar process to the one above for additional unfamiliar language. Make the connection between armored knight and Darth Vader head. (Darth Vader is the “Dark Knight.”) Discuss the Star Wars science-fiction franchise, a series of popular films and comic books about the adventures of characters in space a long time ago and far, far away. Consider displaying these films or books, either in English or translated.
 - Reread each section of the text, inviting students to act out the meaning with you as you go. If desired, assign students to the role of James, his uncle, and Meg.

- Turn and Talk:

“Now what do you think is the gist of this excerpt?” (The family is climbing, and James sees amazing creatures that Meg says not to touch because they might be dangerous.)

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

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

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

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

- Invite students to open up their copies of *The Most Beautiful Roof in the World* and to reread the fluency passage they have been working on (marked with sticky notes). As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Focus students on the definition of *dialogue* and the example at the top. Divide the example sentence to show students what the character is saying and the dialogue tag.
- Explain that when reading dialogue aloud, they should pay attention to the punctuation and to the dialogue tag so they know how the character feels and may sound when saying the dialogue aloud. Tell students they should change their voice, volume, and tone to match the meaning.
- Focus students on the model sentences.
- Select a student to read the first sentence aloud for the whole group.
- Focus students on what the character is saying in the first sentence and invite them to highlight it.
- Read the sentence aloud, changing voice, volume, and tone to match the meaning of the dialogue and the dialogue tag.
- Turn and Talk:

“How does the reader’s voice respond to the dialogue and dialogue tags?” (expressive between quotation marks to show someone is speaking and the meaning of what they are saying)
- Invite students to read the first sentence chorally with you, focusing on the meaning of the dialogue and dialogue tags.
- Repeat with the remaining sentences.
- Consider gradual release of students, depending on the ability of the group—begin by modeling the first sentence and then invite students to do it themselves with the remaining sentences:
 - Point out the dialogue in the sentences; invite students to highlight dialogue.
- Invite students to refer to their fluency passages and to look for any dialogue that they need to be aware of when reading it aloud.
- Invite students to practice reading their passages aloud in pairs, considering the dialogue and dialogue tags as they read.

Fluency Self-Assessment Checklist

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



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

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

Student Materials

Days 1 and 3:

- ☒ *The Most Beautiful Roof in the World*
- ☒ Fluency Self-Assessment Checklist

Directions:

Day 1

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

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

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

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

Day 3

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

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

For example: "What is it, James?" Meg calls down. (p. 33)

dialogue

dialogue tag

1. "One leafhopper," Meg says. (p. 30)
2. "Here's one with really weird jaws," James says. (p. 30)
3. "Ah, there's a new one just beginning!" Meg exclaims. (p. 22)
4. "Leaf number five is zero percent. Number three is fifty percent. Leaf number four is zero percent, with three minings," Meg calls out. (p. 19)
5. "Remember, it's our turn next," calls Edward. (p. 14)

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, pp. 14, 19, 22, and 30. New York: Houghton Mifflin Harcourt, 1997.



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

- Day 1: I can recognize and explain the meaning of similes in a text. (RL.5.4, L.5.4a, L.5.5a)
- Day 3: I can recognize and explain the meaning of metaphors in a text. (RI.5.4, L.5.4a, L.5.5a)

Student Materials

Day 1:

- ☒ Colored pencils
- ☒ Blank paper

Day 3:

- ☒ Colored pencils

Directions:

Day 1

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

A **simile** is a phrase that compares two different things using the words *like* or *as*.

Examples:

"His hair was black like the night."

"She was as quiet as a mouse."

1. Read the four quotes. Each quote contains a simile.

2. For each simile:

- Underline the word *like* or *as*.
- Underline the two things that are being compared.
- Fill in the blanks in the sentence below each simile to show your understanding.

a. "His hair was black like the night."

The author is saying that his hair is like the night because they are both black.

b. "A dragonfly hovers like a small jeweled helicopter."

The author is saying that _____ is like _____

because _____.

c. "With its pretty chain-patterned skin, [the snake] appears like a beautiful necklace flung out of nowhere."

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 25. New York: Houghton Mifflin Harcourt, 1997.

The author is saying that _____ is like _____

because _____.

d. "The moon, although full, only appears in pieces, a tiny bit at a time, as if diamond chips were scattered through the leaves in the canopy."

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 37. New York: Houghton Mifflin Harcourt, 1997.

The author is saying that _____ is like _____

because _____.

3. Choose one of the quotes. On paper, draw an illustration to help the reader visualize what is being described. Be sure to use colored pencils or crayons and details to show what you learned from the simile.

Day 3

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

Simile: A phrase that compares two different things using the words *like* or *as*.

Example: "Spots of bright light glowed like jewels amidst the dark green forest."

(Cherry, Lynne. *The Great Kapok Tree*, p. 27. New York: Houghton Mifflin Harcourt, 1990.)

Metaphor: A phrase that compares two different things, but does not use the words *like* or *as*.

Example: The spots of bright light were glowing jewels in the dark green forest.

1. For each quote below:

- Read the quote out loud.
- Underline the metaphor.
- Circle the simile.
- Discuss what the comparison helps you understand.

Quote 1: "It's kind of purple—no, sort of gold. Its back is like polished metal, and it's got this weird Darth Vader head on it. Maybe it's poisonous."

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 33. New York: Houghton Mifflin Harcourt, 1997.

Quote 2: "Suddenly, through the avenues of emerald light, like winged rainbows two macaws sweep through the canopy."

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 22. New York: Houghton Mifflin Harcourt, 1997.

2. Choose one of the quotes. On the back of this card, draw an illustration to help the reader visualize what is being described. Use color and detail to show what you learned from both the metaphor and the simile.

3. Switch illustrations with your partner. Label the parts of your partner's drawing that come from the simile and the metaphor with words and phrases from the quote.

MORE CHALLENGE: Share your drawing with others in your group. Explain how the choices you made are based on the words of the text.



Additional Work with Complex Text



Unit 2, Week 1: Student Task Card (*Answers, for Teacher Reference*)



Daily Learning Targets

- Day 1: I can recognize and explain the meaning of similes in a text. (RL.5.4, L.5.4a, L.5.5a)
- Day 3: I can recognize and explain the meaning of metaphors in a text. (RI.5.4, L.5.4a, L.5.5a)

Student Materials

Day 1:

- ☒ Colored pencils
- ☒ Blank paper

Day 3:

- ☒ Colored pencils

Day 1

Note: The answers are in **bold and underlined**.

b. "A dragonfly hovers like a small jeweled helicopter."

The author is saying that **a dragonfly** is like **a helicopter** because **they both hover in the air**.

c. "With its pretty chain-patterned skin, [**the snake**] appears like a **beautiful necklace** flung out of nowhere."

The author is saying that **the snake** is like **a necklace** because **the pattern on its skin looks like the links of a chain**.

d. **The moon**, although full, only appears in pieces, a tiny bit at a time, as if **diamond chips** were scattered through the leaves in the canopy.

The author is saying that **the moon** is like **chips of diamond** because **you can see little bright pieces of it shining through the leaves**.

Day 3

Note: Metaphors are underlined and similes are in ***bold italics***.

"A beetle. It's beautiful. It's kind of purple—no, sort of gold. Its ***back is like polished metal***, and it's got this weird Darth Vader head on it."

"Suddenly, through the avenues of emerald light, ***like winged rainbows, two macaws sweep*** through the canopy."



Independent Reading



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my research reading text independently for 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:

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 the front of 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

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, 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 the front of your independent reading journal: How does your reading connect to your work in the module lessons?

Day 4

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

Research Share:

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

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



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

- I can recognize and explain the meaning of similes and metaphors in a text. (Rl.5.4, L.5.4a, L.5.5a)

Day 4:

- I can recognize and explain the meaning of idioms in a text. (Rl.5.4, L.5.4a, L.5.5b)

Teaching Notes

- The pages of *The Great Kapok Tree* are not numbered; for instructional purposes, the page that begins with “Two men walked into the rain forest.” should be considered page 2 and all pages thereafter numbered accordingly.
- On Day 2, students analyze metaphors and similes in the unit texts and explain how each contributes to their understanding of what is being described. Exploring the way that authors use figurative language helps students understand the deeper meaning of the text and provides a model for using comparative description in the narratives they will write later in the module.
- On Day 4, students explore the meaning of common idioms used in the unit texts by contrasting the literal meaning of the words in the idiom with its figurative use in the context of a quote.
- ▲ Day 4: Students explore the meaning of a common idiom used in the unit text by contrasting the literal meaning of the words in the idiom with its figurative use in the context of a quote. Note: The idiom *screamed bloody murder* may confuse or alarm some students who understand the phrase in the literal sense. Tell students that Meg was not killed and did not bleed, and invite them to grapple with the figurative meaning of the phrase.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to provide peer coaching opportunities.
 - Day 2: The Teacher-Guided Student Activity Cards for these activities are differentiated. Choose the appropriate card for each group given their strengths and areas for improvement. Students who need more support will deepen and reinforce their understanding of the metaphors and similes introduced in Unit 2, Lessons 2–3 of the module lessons. Students ready for more challenge will work with more abstract similes and metaphors drawn from the module texts.
 - ▲ Day 2: Levels of Support: To provide lighter support, ask students to interpret an additional example of similes and metaphors from *The Most Beautiful Roof in the World*; consider inviting them to focus on the Language Dive sentence from Lesson 2 of the module lessons, which also appears on the Student Activity Card for the ■ group.
 - Day 4: The Teacher-Guided Student Activity Cards for these activities are differentiated. Students who need more support will deepen and reinforce their understanding

of the idioms introduced in the module lessons. Students ready for more challenge will work with less common idioms drawn from the unit texts.

- ▲ Day 4: Levels of Support: To provide lighter support, invite students to work independently to identify, sketch, and define the idioms.
- ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

■ **In advance:**

- Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.
- Day 4: Write the following phrases on the board:
 - Give it a shot
 - Raining cats and dogs
 - Slipped my mind
 - Be in hot water
 - Piece of cake

Materials

Days 2 and 4

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

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 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 2, 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 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ Day 2: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' work from Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card. Refer to **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Review the Daily Learning Target and discuss the meaning.
- Review the definitions of *similes* and *metaphors*. Students may notice that these definitions overlap. Both make comparisons, and all similes are metaphors but not all metaphors are similes:
 - Simile: A phrase that compares two different things using the words *like* or *as*
 - Metaphor: A phrase that describes something by comparing it to some other thing
- Write the following examples on the board and invite student observations by asking:

“How are the two sentences similar? How are they different?”

 - Simile: “Spots of bright light glowed like jewels amidst the dark green forest.” (Cherry, Lynne. *The Great Kapok Tree*, p. 27. New York: Houghton Mifflin Harcourt, 1990)
 - Metaphor: The spots of bright light were glowing jewels in the dark green forest.
- Use student observations to highlight the following:
 - Similarities: Similes and metaphors are used to compare one thing to another. In both sentences, the author uses a comparison to help readers better understand something new. In both the simile and the metaphor, comparing something unfamiliar (spots of light in the rainforest) to something familiar (jewels), helps us imagine what the light in the rainforest looks like.

- Differences: Similes alert the reader that two things are being compared by using the words *like* or *as*. Metaphors are “trickier” to spot because they state the comparison without using the words *like* or *as*.
- Explain that students will be doing some additional work with similes and metaphors. Review the directions on the Teacher-Guided Student Activity Card and provide different levels of support in completing the task based on student needs.
- Collect the activity cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text session.
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Student Task Card tasks for Day 3, providing models where helpful.

▲ Day 2: Small Group Instruction (20 minutes)

- Distribute the Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students’ work from Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.
- Review the Daily Learning Target and discuss the meaning.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Tell students they will first read a sentence from the passage from *The Most Beautiful Roof in the World* in which the boys first climb the canopy.
 - Read aloud Sentence #1 from the activity card, and invite students to read along silently in their heads.
 - Remind students that they read this sentence in the excerpt for Reading and Speaking Fluency/GUM: Week 1, Day 1.
 - Invite students to place a finger on the word *beetle* and to read it aloud chorally with you.
 - Invite students to identify the picture of the beetle on their cards and ensure students have identified the correct picture.
 - Invite students to place a finger on the phrase *polished metal* and to read it aloud chorally with you.
 - Invite students to identify the picture of polished metal on their cards and ensure students have identified the correct picture.
 - If helpful, point out some polished metal in the classroom.
 - Turn and Talk:

“What does this sentence say about the beetle and polished metal?”

- If productive, use a Goal 3 Conversation Cue to encourage students to provide evidence:
 - “What, in the sentence, makes you think so?” (Responses will vary, but students should recognize that they are similar because they are both shiny. The sentence says the beetle’s back is like polished metal.)*
 - “Can you compare the beetle back and the polished metal two different ways? First, use the word like.”*
- Invite students to orally complete the sentence frames on their card. (A: The beetle back is like polished metal because they both are shiny; B: It’s a beetle with a polished metal back because they are both shiny.)
 - “Sentence A and Sentence B compare the same things, but the language is different. How?” (Sentence A uses like to compare; Sentence B does not use like to compare.)*
 - “Sentence A uses like to compare, so what kind of sentence is it?” (simile)*
 - “Sentence B does not use like to compare, so what kind of sentence is it?” (metaphor)*
 - “A simile and a metaphor both compare things, but only a simile uses like.” (Students may point out that a simile can also use as; allow them to rephrase the comparisons using as.)*
- Repeat a questioning process similar to the one above for the Darth Vader head comparison after making sure students are aware of the Star Wars science-fiction franchise. (C: The beetle head is like a Darth Vader head because it is round and shaped like a helmet; D: It’s a beetle with a Darth Vader head because it is round and shaped like a helmet.)
- Turn and Talk:
 - “Now what do you think is the gist of this sentence?” (The beetle’s back is very shiny like metal, and the head is shaped like Darth Vader’s head.)*
- Repeat a process similar to the one for Sentence #1 above with Sentence #2. (E: The light is like avenues because it seems to create a path through the forest for the birds to fly on; F: The light makes avenues because it seems to create a path through the forest for the birds to fly on; G: The macaws are like winged rainbows because they are both colorful; H: The macaws are winged rainbows because they are both colorful.) Students may also point out that the light is being compared to an emerald, and that *sweep* may be a metaphor that reminds one of the action taken with a broom.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day’s independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

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

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for the independent work components.

- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol handouts**.

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Focus students on the phrases written on the board and invite them to read them chorally aloud with a partner and to discuss what they think each means. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Discuss what these phrases have in common. Point out that they are all idioms, and review the definition of an *idiom*: It's an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own. Invite students to add other idioms they have heard before to the list.
- Point out that **idioms** are expressions that cannot be understood using the exact meaning of each word in the phrase. This is called a literal meaning. The literal meaning of an idiom is very different from its actual, figurative meaning. Work with students to define each of the idioms on the board, contrasting its actual meaning with what it would mean if taken literally.
 - Give it a shot—to try
 - Raining cats and dogs—to rain very hard
 - Slipped my mind—to forget
 - Be in hot water—be in big trouble
 - Piece of cake—easy
- Explain that students will be doing some additional work with idioms from the unit texts. Review the directions on the Student Activity Card and provide different levels of support in completing the task based on student needs.
- Invite students to share their drawings with a partner if time allows or display the drawings on a bulletin board.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

▲ Day 4: Small Group Instruction (20 minutes)

- Invite students to review the work they have completed on their task card for this week. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card.

- Redistribute the Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.
- Review the Daily Learning Targets and discuss their meaning.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Tell students they will focus on a sentence from an excerpt from pages 35–36 of *The Most Beautiful Roof in the World*, introduced in Lesson 2 module lesson, in which Meg thought she had stepped on a deadly snake but realized she had stepped on ants.
 - Read the text excerpt, beginning with “The extreme heat ...” and ending with “... bite that is very painful,” on the activity card.
 - Invite students to place a finger on *screamed bloody murder* and invite them to read it aloud chorally with you. Turn and Talk:
 - “What does this mean?” (yelled so loudly people might think someone was trying to kill Meg)
 - “Does this have literal meaning, or figurative meaning? Was she really being killed and screaming, ‘bloody murder!’?” (figurative; no)
 - “What do we call this kind of language?” (an idiom; idiomatic)
 - “Can you explain what an idiom is?” (an expression that cannot be understood from the meaning of its separate words but has a new meaning when you put the words together)
 - “What is the best way to learn English idioms?” (When you see one that is unfamiliar, ask about it and memorize the meaning. Because the meaning of each is different and culturally bound, there are no patterns that will help.)
 - If productive, cue students to provide reasoning:
 - Conversation Cue: “Why do you think that?” (Responses will vary.)
 - “Can you find another idiom in the passage? Underline it on your card.” (ease her mind)
 - Read aloud the sentence on the card and invite students to read along chorally with you.
 - Discuss unfamiliar key words and phrases with students as necessary.
 - Invite students to place a finger on the word *ease* and to read it aloud chorally with you.
 - Invite students to find the translation of *ease* in home languages (*łagodzić* in Polish).
 - Turn and Talk:
 - “How does a doctor ease pain?” (gives medicine, sets a broken leg)
 - Invite students to place a finger on the word *mind* and to read it aloud chorally with you.
 - Invite students to find the translation of *mind* in home languages (*isip* in Tagalog).
 - Turn and Talk:

“Where is your mind?” (Look for students to point to their heads; in your head.)

“What is the literal meaning of ease your mind?” (Your mind softens and relaxes.)

- Invite students to draw the meaning on their activity cards. (Look for students to draw something like a brain that is literally relaxing.)

- Turn and Talk:

“What is the figurative meaning of the idiom ease your mind?” (You feel calmer, less worried.)

- Invite students to use colored pencils or crayons to draw the figurative meaning on their activity card. (Look for students to draw something like Meg calming down, breathing a sigh of relief.)

- Turn and Talk:

“What is the opposite of ease your mind?” (freak you out, break out in a cold sweat, be a bundle of nerves)

- Invite students to share and explain their drawings with a partner.
- If necessary, repeat a process similar to the one above for the word *shy*.
- Turn and Talk:

“Who told her the snake is very shy?” (It doesn’t say; perhaps the people she was camping with.)

“What does it refer to in this sentence?” (It is an existential reference; we can use it at the beginning of a sentence to say something exists. In this case, it refers to the people who told her the snake is shy.)

- Tell students they also discuss existential words in the Lesson 2 Language Dive.

“Why does it not ease her mind to know that the snake is shy?” (She thinks snakes are dangerous no matter what.)

“Now what do you think is the gist of this sentence?” (They told her the snake is afraid of people, but that didn’t make her feel less worried.)

- Turn and Talk:

“Can you share a similar idiom in your home language?” (Responses will vary.)

“Can you share any other idioms in your home language?” (Responses will vary.)

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

**Additional Work with Complex Text****Unit 2, Week 1: Teacher-Guided Student Activity Card (■)****Name:** _____ **Date:** _____**Daily Learning Targets**

- Day 2: I can recognize and explain the meaning of similes and metaphors in a text. (RL.5.4, L.5.4a, L.5.5a)
- Day 4: I can recognize and explain the meaning of idioms in a text. (RL.5.4, L.5.4a, L.5.5b)

Student Materials**Days 2 and 4:**

- ☒ Colored pencils or crayons

Directions:**Day 2**

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

Directions:

1. Read each quote from *The Most Beautiful Roof in the World* aloud.
2. Work with your group to decide whether each sentence is a simile or a metaphor.
3. Circle the two things being compared.
4. Then use the sentence stem below to explain what the comparison helps you understand.

The author is saying that _____ is (are) like _____ because _____.

"... the top of the rainforest at Blue Creek looks like a field of gigantic broccoli."

(page 13)

"... the inner leaves are a fiery red and erupt like tongues of flame from a volcano."

(page 25)

"For those creatures that swing or glide or climb, there are 'emerald highways' strung together by vines and lianas that lace the tops of trees together into a web for commuting life."

(page 16)

"The sun slammed down upon the scientist like a sledgehammer."

(page 35)

If you have time, draw a picture on the back of this activity card to show the meaning of one of the quotes above.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, pp. 13, 16, 25, and 35. New York: Houghton Mifflin Harcourt, 1997.

Day 4

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

1. Read the passage out loud:
"The boys' eyelids grow very heavy. The drone of the mosquitos does not bother them".

Source: Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 41. New York: Houghton Mifflin Harcourt, 1997.

2. Underline the idiom in the passage. Copy it at the top of the chart below.
3. With your group, discuss the literal meaning of the words. Then discuss what the idiom means as it is used in this passage.
4. In the box on the left, use colored pencils or crayons to draw a picture to show what the idiom *seems* to mean, literally. In the boxes on the right, draw a picture to show what the words in the idiom *actually* mean as they are used in this passage.

Idiom:

Literal Meaning (what the words seem to mean)	Figurative Meaning (what we commonly understand the words to mean)



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can recognize and explain the meaning of similes and metaphors in a text. (RL.5.4, L.5.4a, L.5.5a)

Day 4:

- I can recognize and explain the meaning of idioms in a text. (RL.5.4, L.5.4a, L.5.5b)

Student Materials

Days 2 and 4:

- ☒ Colored pencils or crayons

Directions:

Day 2

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

Directions:

1. Read each quote from *The Most Beautiful Roof in the World* aloud.
2. Work with your group to decide whether each sentence is a simile or a metaphor.
3. Then explain how the comparison deepens the reader's understanding of what is being described.

Quotes:

"It is dark and so humid it feels as if you could hold the air in your hands."
(page 37)

"Such scientists, however, must be strong, fearless, and physically fit.... These men and women are the pioneers of a newly discovered continent as they feel their way up to the brightly lit canopy."
(page 10)

"He wishes they could have seen the venomous snake that looked like a jeweled necklace ..."

(page 41)

If you have time, draw a picture on the back of this activity card to show the meaning of one of the quotes above.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, pp. 10, 37, and 41. New York: Houghton Mifflin Harcourt, 1997.

Day 4

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

1. Read this text out loud.

"Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rainforest, on what would you feast your eyes?"

Source: Cherry, Lynne. *The Great Kapok Tree*, p. 21. New York: Houghton Mifflin Harcourt, 1990.

2. Underline the idiom in the passage. Copy it at the top of the chart below.

3. With your group, discuss the literal meaning of the words. Then discuss what the idiom means as it is used in this passage.

4. In the box on the left, use colored pencils or crayons to draw a picture to show what the idiom *seems* to mean, literally. In the boxes on the right, draw a picture to show what the words in the idiom *actually* mean as they are used in this passage.

Idiom:

Literal Meaning (what the words seem to mean)	Figurative Meaning (what we commonly understand the words to mean)



Additional Work with Complex Text:



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can recognize and explain the meaning of similes and metaphors in a text. (RL.5.4, L.5.4a, L.5.5a)

Day 4:

- I can recognize and explain the meaning of idioms in a text. (RL.5.4, L.5.4a, L.5.5b)

Student Materials

Days 2 and 4:

- ☒ Colored pencils or crayons

Directions:

Day 2

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

Directions:

1. Read each quote from *The Most Beautiful Roof in the World* aloud.
2. Work with your group to decide whether each sentence is a simile or a metaphor.
3. Then explain how the comparison deepens the reader's understanding of what is being described.

Quotes:

"Two spider monkeys spring through the branches. They move in fluid loops and arcs, dancing in a tangled rhythm as they alternately grasp with hands, feet, and tail."

(page 17)

"It is dark and so humid it feels as if you could hold the air in your hands."

(page 37)

"The rain has begun again, as it so often begins, with single, separate drops, sounding more like thuds than the tinny *plinks* of city rain. It is a round sound, so round and so liquid that it is easy to imagine the shape of each raindrop as it splashes and flattens ..."

(page 41)

If you have time, draw a picture on the back of this activity card to show the meaning of one of the quotes above.

Source:
Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, pp. 17, 37, and 41. New York: Houghton Mifflin Harcourt, 1997.

Day 4

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

1. Read this passage out loud.

"It did not ease her mind to be told that the snake was very shy."

Source:
Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, pp. 35–36. New York: Houghton Mifflin Harcourt, 1997.

- 2. Underline the idiom in the passage. Copy it at the top of the chart below.
- 3. With your group, discuss the literal meaning of the words. Then discuss what the idiom means as it is used in this passage.
- 4. In the box on the left, use colored pencils or crayons to draw a picture to show what the idiom seems to mean, literally. In the boxes on the right, draw a picture to show what the words in the idiom *actually* mean as they are used in this passage.

Idiom:

Literal Meaning (what the words seem to mean)	Figurative Meaning (what we commonly understand the words to mean)



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can recognize and explain the meaning of similes and metaphors in a text. (RL.5.4, L.5.4a, L.5.5a)
- Day 4: I can recognize and explain the meaning of idioms in a text. (RL.5.4, L.5.4a, L.5.5b)

Student Materials

Day 2

☒ N/A

Day 4:

☒ Colored pencils or crayons

Directions:

Day 2

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

1. *"A beetle. It's beautiful. It's kind of purple—no, sort of gold. Its back is like polished metal, and it's got this weird Darth Vader head on it."*

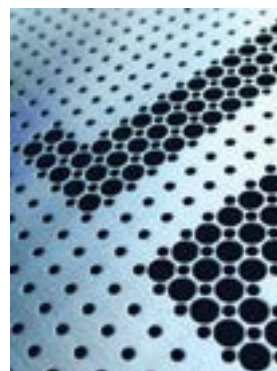
Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 33. New York: Houghton Mifflin Harcourt, 1997.

1.



2.



Sources:

1. Schulz, Katja. "Oriental Beetle." 13 Jun, 2015. Flickr. Web. Accessed 1 Feb, 2016 <<https://www.flickr.com/photos/treegrow/22192380381/>>

2. Tanakawho. "Abstract (metal)" 26 Aug, 2007. Flickr. Web. Accessed 1 Feb, 2016 <<https://www.flickr.com/photos/28481088@N00/1239849981/>>

Simile	a. The beetle's back is like _____ because _____.
Metaphor	b. It's a beetle with a _____ back because _____.

2. "Suddenly, through the avenues of emerald light, like winged rainbows two macaws sweep through the canopy."

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 22. New York: Houghton Mifflin Harcourt, 1997.

1.



2.



Sources:

1. Turner, Jeff. "Rays of Sun through Smoke in the Trees." 2 Jul, 2008. Flickr. Web. Accessed 1 Feb, 2016. <<https://www.flickr.com/photos/respres/2632264715/>>

2. Williams, Keith. "Stowe Avenue, towards Buckingham." 7 May, 2008. Flickr. Web. Accessed 1 Feb, 2016. <<https://www.flickr.com/photos/92306213@N00/2473586292>>

Simile	a. The light is like _____ because _____.
Metaphor	b. The light makes _____ because _____.

1.



2.



Sources:

1. Dunleavy, Paul. "Scarlet Macaws in Flight." 31 May, 2010. Flickr. Web. Accessed 1 Feb, 2016. <https://www.flickr.com/photos/dunleavy_family/4673522945/>
2. Finch, Derek Σωκράτης. "Vivid Rainbow over the Forest." 13 Oct, 2012. Flickr. Web. Accessed 1 Feb, 2016. <<https://www.flickr.com/photos/sagesolar/8083255326/>>

Simile	a. The macaws are like _____ because _____.
Metaphor	b. The macaws are _____ because _____.

Day 4

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

It did not ease her mind to be told that the snake was very shy.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, pp. 35–36. New York: Houghton Mifflin Harcourt, 1997.

Literal meaning of idiom (what the idioms seems to mean)	Figurative meaning of idiom (what we commonly understand the idiom means)



Additional Work with Complex Text



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



Daily Learning Targets

Day 2:

- I can recognize and explain the meaning of similes and metaphors in a text. (RL.5.4, L.5.4a, L.5.5a)

Day 4:

- I can recognize and explain the meaning of idioms in a text. (RL.5.4, L.5.4a, L.5.5b)

Student Materials

Days 2 and 4:

- ☒ Colored pencils or crayons

Day 2

■:

Answers may vary; sample responses below.

"the top of the rainforest at Blue Creek **looks like a field of gigantic broccoli.**"

simile

The author is saying that the top of the rainforest is like a field of gigantic broccoli because the trees are green and shaped like broccoli tops.

"the inner leaves are a fiery red and erupt **like tongues of flame from a volcano.**"

simile

The author is saying that the inner leaves of the plant are like flames from a volcano because they are red and stick up out of the center of the plant.

"For creatures that swing or glide or climb, there are **"emerald highways"** strung **together by vines** and **lianas that lace** the tops of trees together into a web for commuting life."

metaphor

The author is saying that the vines and lianas are like emerald highways because they are green and many creatures travel on them.

"The sun slammed down upon the scientist **like a sledgehammer.**"

simile

The author is saying that the sun is like a sledgehammer because it is so hot that it hurts.

●:

Explanations will vary; sample responses below.

"It is so dark and humid it feels as if you could hold the air in your hands."

This is a simile that helps the reader understand how humid the air is by comparing it to something solid and heavy.

"Such scientists, however, must be strong, fearless, and physically fit.... These men and women are the pioneers of a newly discovered continent as they feel their way up to the brightly lit canopy."

This is a metaphor that helps the reader understand that the scientists in the rainforest are brave and bring us new knowledge by comparing them to pioneers discovering a brand-new continent.

"He wishes they could have seen the venomous snake that looked like a jeweled necklace."

This is a simile that helps the reader understand that the shape of the snake and the pattern on its skin are beautiful by comparing it to a jeweled necklace.

◆:

Explanations will vary; sample responses below.

"Two spider monkeys spring through the branches. They move in fluid loops and arcs, dancing in a tangled rhythm as they alternately grasp with hands, feet, and tail."

This is a metaphor that helps the reader understand what the monkeys look like when they move by comparing their movement through the trees to a human dance.

"It is so dark and humid it feels as if you could hold the air in your hands."

This is a simile that helps the reader understand how humid the air is by comparing it to something solid and heavy.

"The rain has begun again, as it so often begins, with single, separate drops, sounding more like thuds than the tinny plinks of city rain. It is a round sound, so round, and so liquid that it is easy to imagine the shape of each raindrop as it splashes and flattens..."

This is a metaphor that helps the reader understand how the rain sounds by comparing the sound of the drops to a round shape with no sharp edges.

Day 4

■●◆:

■ "The boys' eyelids grow very heavy."

● "Senhor, how much is beauty worth? Can you live without it? If you destroy the beauty of the rainforest, on what would you feast your eyes?"

◆ "It did not ease her mind to be told that the snake was very shy."



Reading and Speaking Fluency/GUM



Unit 2, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Days 2 and 4:

- ☒ *The Most Beautiful Roof in the World*
- ☒ Fluency Self-Assessment Checklist

Directions:

Day 2

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

1. Look at the criteria on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your excerpt from *The Most Beautiful Roof in the World* to yourself.
3. Find a partner who is reading the same passage as you and number yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A read aloud. Partner B listen for one star and one step.
6. Partner B share your star and step with partner A.

7. Partner B read aloud. Partner A listen for one star and one step.
8. Partner A share your star and step with partner B.
9. Write your star and step below.

Star	Step

Day 4

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

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



Writing Practice

Unit 2, Week 2: Teacher Guide



Daily Learning Targets

Day 1:

- I can group related information logically in an informative paragraph. (RL.5.1, W.5.2, W.5.2a, W.5.2b)

Day 3:

- I can develop a topic by adding additional details and quotes from the text and using words and phrases to link my ideas. (RL.5.1, W.5.2b, W.5.2c)

Teaching Notes

- On Day 1, students review how writers organize informative writing in a way that makes sense to the reader. Then students reread “The Dreaming Tree” to find examples of concrete words and phrases and sensory details, and they choose one example to analyze with a partner.
- On Day 3, students review how writers develop their ideas in informative writing, and connect ideas within their writing using linking words and phrases. Then students find additional examples of concrete language and sensory details in “The Dreaming Tree” to analyze with a partner.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ▲ and ◆ are grouped together to provide peer coaching opportunities.
 - Day 1: For students who require additional support, consider identifying a section of “The Dreaming Tree” to reread and find examples of concrete words and phrases or sensory details. Alternatively, consider giving students two quotes from “The Dreaming Tree” and allowing them to select which quote best answers the prompt.
 - Day 3: For students who require additional support, consider identifying a section of “The Dreaming Tree” to reread and find examples of concrete words and phrases or sensory details. Alternatively, give students two quotes from “The Dreaming Tree” and allow them to select which quote best answers the prompt. You may want to provide students with a list of linking words and phrases to refer to. Consider reviewing the meaning of phrases like *another example*, *in addition to*, or *in the same way* that students could then use in their writing on Day 4.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

■ **In advance:**

- Place Poster Walk Posters 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 Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ “The Dreaming Tree” (from Lesson 1 module lesson; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Comparison Paragraph frame (from Lesson 3 module lesson; one per student)
- ✓ Scissors (one per student)
- ✓ Evidence chunk (one per student and one for display)
- ✓ Explaining Quotes anchor chart (begun in Lesson 2 module lesson)
- ✓ Unit 2, 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 2, Week 2: Independent Reading: Student Task Card** and the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol handouts**.

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

- Invite students to take out their copy of “**The Dreaming Tree**” and to reread the story. Invite students to preview the work they will be doing in this session. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.

- Point out that this week they will be focusing on analyzing the concrete words and phrases and sensory details from “The Dreaming Tree,” and writing an informative paragraph explaining their analysis. Tell students that today they will reread “The Dreaming Tree” and think about how to organize an informative paragraph. If necessary, review these terms.
- Invite students to take out their **Comparison Paragraph frame** and reread the paragraph.
- Ask, and using a total participation technique, invite responses from the group:

“What do you notice about how information is grouped in this paragraph?” (Information is grouped by quote: We gave context for a quote, then gave the quote, then explained the quote; the information is not mixed up between the two quotes.)
- Display and distribute the evidence chunk. Using a total participation technique, invite responses from the group:

“What do you notice about this evidence chunk?” (Information is mixed up; the explanation comes first, then the context, and then the quote. It is confusing and difficult to understand.)
- Point out that for the reader, it does not make sense to explain the quote first and then give the quote. The reader needs to know what the quote from the text is in order to understand the explanation. In the same way, the reader needs to know the context of the text the quote is coming from first, before knowing what the quote is. Tell students that organizing information in this way helps make the writing clearer to the reader.
- Distribute scissors and invite students to cut apart their **evidence chunk**, and rearrange and edit it so information is organized in a way that makes sense. Select a volunteer to share with the group.
- Explain to students that over the rest of this week, they will work on writing and revising a paragraph analyzing “The Dreaming Tree.” Remind them that as they write, they should make sure their writing is organized logically in a way that makes sense. Use a total participation technique to invite responses from the group:

“How can you be sure to organize your writing so it makes sense?” (When quoting from a text, be sure to give context for the quote first so the reader understands what is going on in the story, then give the quote, and then explain the quote.)
- Point out the prompt on their activity card and invite students to chorally read it aloud. Explain that the paragraph they write will answer this prompt. Clarify the prompt as necessary.
- Explain that for this paragraph, they will be given the focus statement. Point out the focus statement on their activity card and invite students to read it to themselves. Clarify the focus statement as necessary.
- Invite students to work with a partner to reread “The Dreaming Tree” and underline examples of concrete words or phrases and sensory details that help the reader understand the beauty of the rainforest.
- Give students 5 minutes to continue working with a partner to choose one example they underlined and complete the Explaining Quotes: “The Dreaming Tree” graphic organizer on their activity card. Remind students to refer to the **Explaining Quotes anchor chart** as they work. Use the example row to review how to use this graphic organizer as needed.
- Invite students to find a new partner and orally share the context, quote, and explanation they chose.

- Tell students that on Day 2, they will use this graphic organizer to write an informative paragraph analyzing the concrete words and phrases and sensory details in “The Dreaming Tree.” Clarify as needed.
- Do not collect the Teacher-Guided Student Activity Cards—students will need them in the next Writing Practice ALL Block component to write independently.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 2 task, providing models where helpful.

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

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

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

- Invite students to take out their copy of “**The Dreaming Tree**” and to reread the story. Invite students to preview the work they will be doing in this session. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.
- Remind students that this week they have been focusing on analyzing the concrete words and phrases and sensory details in “The Dreaming Tree,” and writing an informative paragraph. Tell students that today they will continue thinking about how to organize informative writing, focusing on developing the topic and using linking words and phrases. If necessary, review these terms.
 - Ask, and using a total participation technique, invite responses from the group:
 - “**What is a topic?**” (the main subject of a paragraph; the main concern or argument)
 - ▲ “**What is the translation of topic in our home languages?**” (mavzū in Tajik)
 - “**What does it mean to develop a topic?**” (to elaborate on your ideas about a topic)
 - “**How can you develop a topic when writing an informative piece?**” (by adding additional details, examples, or quotes from the text that support your thinking about the topic)
- Invite students to take out their **Comparison Paragraph frame** and reread the paragraph.
- Ask, and using a total participation technique, invite responses from the group:
 - “**What is the topic of this paragraph?**” (The topic is how two texts we’ve read use figurative language to help the reader better understand the rainforest.)
 - “**How did we develop the topic in this paragraph?**” (by including quotes from the text and explaining how the quotes relate to the topic)

“Each time you gave a quote, what did you do?” (First, we gave context, then the quote, then how the quote helps us understand the beauty of the rainforest: We used evidence chunks.)

- Point out that each time a quote is given to support the topic, context is provided to explain what is going on in the text when the quote appears and an explanation follows the quote that tells how the quote relates to the topic.

- Use a total participation technique to invite responses from the group:

“In these paragraphs, how did we connect our ideas from one part of the paragraph to the next?” (using linking words and phrases)

- Invite students to reread their comparison paragraph and circle the linking words and phrases they used. If necessary, share examples of linking words and phrases before students reread their own paragraphs. Select volunteers to share the linking words and phrases they circled with the group (*although, for example, similarly*).
- Point out that these words help the reader follow the ideas the writer is presenting. The word *although* signals that an opposite idea is going to be presented. The phrase *for example* signals that an example is going to be given that supports the topic of the writing. The word *similarly* signals that what comes next is going to be similar to the first idea presented. Invite students to write these phrases in the appropriate spot on their card.
- Invite students to discuss with a partner other linking words and phrases they might use in their paragraphs. Select volunteers to share with the group, inviting students to add these words and phrases to the appropriate spot on their card.
- Explain to students that on Day 4, they will work on revising their paragraph analyzing “The Dreaming Tree” to develop the topic and connect their ideas. Remind them that as they work, they should consider any additional examples they can include to develop the topic, and use linking words and phrases.
- Point out the prompt and focus statement on their activity card and invite students to chorally read it aloud. Remind students that the paragraph they are working on answers this prompt. Clarify as necessary.
- Invite students to work with a partner to choose an additional example of concrete language or sensory details and complete the new Explaining Quotes: “The Dreaming Tree” graphic organizer on their activity card. Remind students to refer to the **Explaining Quotes anchor chart** as they work.
- Invite students to find a new partner and orally share where they would add the context, quote, and explanation they chose, using linking words to connect their ideas.
- Tell students that on Day 4, they will use this graphic organizer to revise their paragraph analyzing the concrete words and phrases and sensory details in “The Dreaming Tree.” Clarify as needed.
- Do not collect the Teacher-Guided Student Activity Cards—students will need these in the next Writing Practice ALL Block component to write independently.
- Prepare students for the next day’s independent activity: Display the **Unit 2, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



Writing Practice



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can group related information logically in an informative paragraph. (RL.5.1, W.5.2a, W.5.2b)

Day 3:

- I can develop a topic by adding additional details and quotes from the text and using words and phrases to link my ideas. (RL.5.1, W.5.2b, W.5.2c)

Student Materials

Days 1 and 3:

- ☒ Comparison Paragraph frame (from Lesson 3 module lesson; one per student)
- ☒ Scissors
- ☒ "The Dreaming Tree"
- ☒ Explaining Quotes anchor chart
- ☒ Evidence chunk

Directions:

Day 1

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

- **Concrete language:** Precise details and specific identifying information to give your mind something solid to imagine when you read a sentence. Concrete words and phrases often precisely describe sensory experiences (how things look, smell, taste, feel, sound).
- **Sensory details:** Details that describe for the reader how things look, sound, feel, smell, and taste, so that the reader can imagine the experience as if he or she were there.

Prompt: What does the author's use of concrete language and sensory detail in "The Dreaming Tree" help you understand about the rainforest?

Focus Statement: The author's description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest.

Explaining Quotes: "The Dreaming Tree"			
Context	Quote	What does this help us understand?	Source
Example: In the beginning, Uaica was feeling lonely and went for a walk in the rainforest where he always felt happy.	"The trees offered a beautiful, protective canopy ..."	This description helps the reader visualize how the trees covered the rainforest.	"The Dreaming Tree," Paragraph 2

Day 3

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

Criteria of an Effective Summary:

- Short and concise
- Introduces the text by stating the title, pages, and author
- Clearly states the author's main ideas
- Includes the most important details from the text to explain the author's thinking for each main idea presented
- Takes a different form based on the structure of the text

Examples of Linking Words and Phrases

Prompt: What does the author’s use of concrete language and sensory detail in “The Dreaming Tree” help you understand about the rainforest?

Focus Statement: The author’s description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest.

Explaining Quotes: “The Dreaming Tree” graphic organizer			
Context	Quote	What does this help us understand?	Source
Example: In the beginning, Uaica was feeling lonely and went for a walk in the rainforest where he always felt happy.	“The trees offered a beautiful, protective canopy ...”	This description helps the reader to visualize how the trees covered the rainforest.	“The Dreaming Tree,” Paragraph 2

Explaining Quotes: "The Dreaming Tree" graphic organizer			
Context	Quote	What does this help us understand?	Source

**Writing Practice:****Unit 2, Week 2, Day 2: Evidence Chunk**

This description helps us understand that the shape and color of the trees in the canopy is like a familiar vegetable. We learn that "the top of the rainforest at Blue Creek looks like a field of gigantic broccoli." Similarly, the author of *The Most Beautiful Roof in the World* describes looking down at the canopy from a raft in the air.



Writing Practice



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



Daily Learning Targets

- Day 1: I can group related information logically in an informative paragraph. (RL.5.1, W.5.2a, W.5.2b)
- Day 3: I can develop a topic by adding additional details and quotes from the text and using words and phrases to link my ideas. (RL.5.1, W.5.2b, W.5.2c)

Student Materials

Days 1 and 3:

- ☒ Comparison Paragraph frame (from Lesson 3 module lesson; one per student)
- ☒ Scissors
- ☒ "The Dreaming Tree"
- ☒ Explaining Quotes anchor chart
- ☒ Evidence chunk

Day 1

Prompt: What does the author's use of concrete language and sensory detail in "The Dreaming Tree" help you understand about the rainforest?

Focus Statement: The author's description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest.

Responses will vary. *See the following page for example response:*

Explaining Quotes: "The Dreaming Tree"

Context	Quote	What does this help us understand?	Source
<i>In the beginning, Uaica was feeling lonely and went for a walk in the rainforest where he always felt happy.</i>	<i>"... and exotic flowers spiced the air with fragrant scents."</i>	<i>This description helps the reader to imagine how the rainforest smells.</i>	<i>"The Dreaming Tree," Paragraph 2</i>

Evidence Chunk:

Similarly, when the author of *The Most Beautiful Roof in the World* describes looking down at the canopy from the air, we learn that "the top of the rainforest at Blue Creek looks like a field of gigantic broccoli." This description helps us understand that the shape and color of the trees in the canopy is like a familiar vegetable.

Day 3

Prompt: What does the author's use of concrete language and sensory detail in "The Dreaming Tree" help you understand about the rainforest?

Focus Statement: The author's description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest.

Responses will vary. See below for example response:

Explaining Quotes: "The Dreaming Tree" graphic organizer

Context	Quote	What does this help us understand?	Source
<i>In the beginning, Uaica was feeling lonely and went for a walk in the rainforest where he always felt happy.</i>	<i>"... exotic flowers spiced the air with fragrant scents."</i>	<i>This description helps the reader imagine how the rainforest smells.</i>	<i>"The Dreaming Tree," Paragraph 2</i>

Explaining Quotes: "The Dreaming Tree" graphic organizer			
Context	Quote	What does this help us understand?	Source
<i>As he walked through the rain-forest, he noticed the plants and animals that lived there.</i>	<i>"The raucous calls of the macaws and parrots cheered the boy ..."</i>	<i>This shows the sounds the birds were making were cheerful and happy.</i>	<i>"The Dreaming Tree," Paragraph 2</i>
<i>As he walked through the rain-forest, he noticed the plants and animals that lived there.</i>	<i>"... and when the butterflies softly brushed against his skin, he remembered there was gentleness in this world."</i>	<i>This shows how gentle and soft the feeling of the butterflies' wings felt on his skin.</i>	<i>"The Dreaming Tree," Paragraph 2</i>



Word Study and Vocabulary



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can organize words into categories by looking at the roots and affixes. (L.5.4b)

Day 3:

- I can use an academic vocabulary word in context. (L.5.6)

Student Materials

Day 1:

- ☒ Day 1 words (one set per pair)
- ☒ Dictionary (one per pair)

Day 3:

- ☒ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card
- ☒ Day 1 words (from Day 1; one set per pair)

Directions:

Day 1

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

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

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

- The prefixes for this week are:

- **en-** and **em-** (Latin)
- **centi-** (Latin)

- Some students will also be working on the root **struct**, as in *destruction*.

1. Pair up with someone else and take a set of Day 1 words.

2. The words are in pieces. With your partner, match the affixes and roots to make words.
3. Look at the affixes and roots of the words. What patterns do you notice?
4. Organize the words into categories.
5. Complete the table below. Use one column for each category. You do not need to use all of the columns—use as many as you need according to the categories you have chosen.
 - a. Label the columns according to the categories you have chosen. What do those words have in common?
 - b. Write the words in the appropriate column.
 - c. If you have time, write the definition in your own words. You can use a dictionary if needed.

Day 3

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

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



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Day 1 Words

<u>en</u>	<u>counter</u>
<u>em</u>	<u>bark</u>
<u>en</u>	<u>circle</u>
<u>en</u>	<u>danger</u>
<u>em</u>	<u>ploy</u>
<u>en</u>	<u>large</u>
<u>em</u>	<u>bitter</u>
centi	<u>pede</u>
centi	<u>meter</u>
centi	<u>grade</u>
centi	<u>liter</u>



Word Study and Vocabulary



Unit 2, Week 2, Day 1: Student Task Card (Answers, for Teacher Reference)



Daily Learning Targets

- Day 1: I can organize words into categories by looking at the roots and affixes. (L.5.4b)
- Day 3: I can use an academic vocabulary word in context. (L.5.6)

Student Materials

Day 1:

- ✓ Day 1 words (one set per pair)
- ✓ Dictionary (one per pair)

Day 3:

- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card
- ✓ Day 1 words (from Day 1; one set per pair)

Day 1

Responses will vary, but suggestions are as follows:

Prefix en-	Prefix em-	Prefix centi-	
encounter	empower	centimeter	
encircle	embark	centigrade	
endanger	employ	centiliter	
enlarge	embitter	centipede	



Independent Reading



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

- I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10)

Day 3:

- I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.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

Day 4:

- ☒ Free choice reading text

Directions:

Days 1 and 2

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

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

Day 3

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

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

Day 4

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

Text Share:

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

Group: 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 2, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

- ■●◆ I can analyze the meaning of an academic vocabulary word with the prefix *en-*. (L.5.4b)
- ▲ I can analyze the meaning of an academic vocabulary word with the root *struct*. (L.5.4b)

Day 4:

- I can analyze the meaning of an academic vocabulary word with the suffix *-ology*. (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 Frayer Model to gain a deeper understanding of the meaning of the words and how to use them. 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 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ● and ◆ are grouped together to work on the same activity cards.
 - Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Pre-fill some information on the activity card, or do not use certain boxes. Provide time for students to discuss the sentence in their home language with a student who shares their home language. For lighter support, invite students to analyze additional words with the same affix.
- **In advance:**
 - Place Poster Walk Posters 2, 3, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Word Study and Vocabulary poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 2, Week 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 of the module lessons)
- ✓ Unit 2, Week 2: Word Study and Vocabulary: Week 2: Student Task Card (one for display)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Day 2: Model Essay: "Concrete and Sensory Language in *The Great Kapok Tree*" (from Lesson 7 module lesson; one per student)

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 2, Week 2: Writing Practice: Student Task Card** and remind them they will need to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their ALL Independent Group Work protocol handouts.

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

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their **Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards** from Day 1 and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.

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

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

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards from Day 1 and review the work from Day 1 to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day's task card.
- Distribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.
 - Focus students on the sentence at the top of the activity card. Read the sentence aloud and invite students to read along silently in their heads. Write the sentences on the board or on chart paper.

- Invite students to place a finger on the word *destruction* and to read it aloud chorally 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.
- Invite students to find the translation of the word in home languages (*pagoe* in Korean).
- Turn and Talk:

“Do you see a familiar affix in the word that can help you figure out the meaning? What does the affix mean?” (suffix -ion from Unit 2; It can be used to form a noun from a verb, e.g., destruct, and it signals a noun.)

“There is another affix, de-. Does anyone know the meaning of the prefix de-?” (reverse; take away)

“What is the meaning of the root struct?” (to build)

“Based on the meaning of the affixes and root, what is the meaning of destruction?” (the action of reversing the building of; the action of causing enough damage that it no longer can be repaired. Note: This word may connect to trauma in a student’s life. Consider this and discuss with respect privately, beforehand.)

- Invite students to break down the word in the root and affixes on the activity card using the Affix List.
- If necessary, repeat an instructional sequence similar to the one above for the collocation *the consequences of*. Point out that *consequences* is often preceded by *the* and followed by *of* and can be learned as a group of words. Tell them you will come back to the suffix *-ence* in Unit 3.
- Invite students to retrieve their **Model Essay: “Concrete and Sensory Language in *The Great Kapok Tree*.”**
- Turn and Talk:

“What are some consequences of rainforest destruction? Skim Paragraph 3 of the essay. Can you find any consequences described here?” (Responses will vary, but may include: the land is cleared, black and smoldering ruins, no life, no beauty. Note that rainforest destruction may connect to trauma in a student’s life, which should be considered or discussed with respect privately, beforehand.)

- Invite students to sketch some consequences on their activity card.
- Invite students to place a finger on a word in the sentence that looks similar to *destruction* (description).
- Turn and Talk:

“How are destruction and description the same and different in terms of spelling, affixes, roots, pronunciation, and meaning?” (The roots begin and end with the same letters and sounds; the middle spelling and sound are different, and the roots are different and have a different meaning. The affixes are the same. The prefixes have a different meaning, but the suffixes are the same. The word stress is the same: deSTRUction; de-SCRIPTION.)

“How does Lynne Cherry use description?” (to help the reader see the consequences of rainforest destruction)

- Invite students to place a finger on the word *see* and to read it chorally aloud with you. Turn and Talk:

*“Why did the writer put quotation marks around the word *see*?” (to show that *see* is figurative and sensory; Readers can’t literally see the consequences.)*

“What is another word that you could use instead of see in this sentence?” (understand)

- Invite students to place a finger on the word *also* and to read it chorally aloud with you. Turn and Talk:

“Why does the writer add also?” (It’s a linking word that connects this sentence to a previous sentence in the essay. It tells us that the author not only uses description to help us understand the consequences of rainforest destruction, but she also uses description in other ways.)

“Based on your understanding so far, can you rephrase this sentence?” (We understand what happens when we clear the rainforest because of the author’s descriptions.)

“Can you find another sentence in the paragraph with the word destruction? What is the meaning of this sentence?” (The author paints a visual picture for the reader, showing vividly what rainforest destruction can look like. The meaning is similar to this sentence.)

“So, how does this sentence tell us how Lynne Cherry uses concrete language and sensory details to help us understand the rainforest?” (It says she uses concrete and sensory descriptions to help us understand.)

“Can you think of anything you can do to help stop the consequences of rainforest destruction?” Invite students to sketch something they can do on their activity card. (Responses will vary.)

- Guide students in completing their activity card, providing as much or as little support as students need.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.
- Prepare students for the next day’s independent activity: Walk through the Unit 2, Week 2: Word Study and Vocabulary: Student Task Card task for Day 3, providing models where helpful.

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

- Invite students to retrieve their Unit 2, Week 2: Word Study and Vocabulary: Student Task Cards and to reread their work over the week to themselves. As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Review answers to the previous day’s task card.
- Redistribute the Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards.
- Review the Daily Learning Target and discuss its meaning.
- Mini Language Dive:
 - On the board or on chart paper, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the

word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary logs.

- Focus students on the sentence at the top of the activity card. Read the sentence aloud, and invite students to read along silently in their heads. Write the sentence on chart paper.

“What is happening in this part of The Most Beautiful Roof in the World?” (Meg and the boys are digging holes and putting cups of alcohol in the holes. They want to catch and count the insects that fall into the cups.)

- Invite students to place a finger on the phrase *garden trowels* and to read it chorally aloud with you.
- Invite students to find translation of *garden trowels* in home languages (*Kelle* in German).
- Invite students to sketch a garden trowel on their activity card.

“What is a garden trowel used for? How is it different from a shovel?” (to dig in a garden; smaller, you can use one hand)

- If necessary, repeat an instructional sequence similar to the one above for other unfamiliar words.
- Invite students to place a finger on the phrase *dig holes* and invite students to read it aloud chorally with you.
- Invite students to demonstrate digging holes with garden trowels. Can you show me how to dig holes with garden trowels?” (Look for students to mime gripping a garden trowel and digging in the earth.)
- Invite students to place a finger on the word *centimeters* and to read it chorally 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.
- Turn and Talk:

“Do you see a root in the word that can help you figure out the meaning?” (meter)

“What is a meter?” (the basic measurement of length and depth in the metric system)

“Can you use your arms to show me how long a meter is?” (Look for students to stretch out their arms to about 3 1/3 feet.)

“What is the meaning of the prefix centi-?” (one of a hundred; one hundredth)

“Based on the meaning of the affix and root, what is the meaning of centimeter?” (one of a hundred parts of a meter; one hundredth of a meter)

“How many centimeters are in one meter?” (one hundred)

“Can you use your fingers to show me how long a centimeter is?” (Look for students to show about 1/3 of an inch with their fingers.)

- Invite students to break down the word into the prefix and the root on their activity card using their Affix List.
- Turn and Talk:

“How deep are Meg and the boys’ holes?” (18 to 20 centimeters)

- Invite students to use their metric ruler to sketch the holes at their actual depth on their activity card.
- Turn and Talk:
 - “We don’t usually use centimeters in the U.S. What is a unit of measurement in the United States?” (inch)***
- Invite students to place a finger on the word *inches* and to read it chorally aloud with you. Invite students to turn and talk, referring to a measurement ruler if necessary:
 - “About how many inches is a centimeter?” (.4, almost a half inch)***
 - “Who uses centimeters? Why are they used in this book?” (every country in the world except for the U.S., Burma, and Liberia; to help those people who use centimeters to visualize the inch measurement)***
- Point to the parentheses on the chart paper.
 - “What are these curved lines after inches? Why did the author add them?” (parentheses; to add in the equivalent centimeters for many readers who can’t visualize inches)***
- Reread the sentence, showing how you pause and change your tone to read the punctuation marks, then invite students to read it with you.
 - “Based on your understanding so far, can you rephrase this sentence?” (They use trowels and spoons to dig holes seven or eight inches deep.)***
- Reread the sentence, putting the introductory phrase at the end: “They dig holes seven or eight inches (18 to 20 centimeters) deep with spoons and small garden trowels.”
- Turn and Talk:
 - “Does the sentence still make sense?” (Yes.)***
 - “So, how does this sentence use concrete language and sensory details to help us understand the rainforest?” (The concrete language helps us understand how scientists study life in the rainforest.)***
- Guide students in completing their activity card, providing as much or as little support as required.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the prefix *en-*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the prefix *centi-*. (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.

Some of the species of animals and plants that live in the rainforest are endangered.

The word is **"endangered."**

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

Prefix	Root	Suffix	Definition of prefix

2. What are some words with the same prefix?

3. What are some other words with the same root?

4. Use this word in a sentence:

5. Complete the Frayer Model for this word:

<p>Definition in your own words. If there are multiple definitions, record as many as you know:</p>	<p>Facts/Characteristics</p>
<p>Examples</p>	<p>Non-Examples</p>

endangered

Day 4

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

"Deep in Belize, in Central America, there is a place called Blue Creek. Almost every month nearly 40 inches (102 centimeters) of rain falls."

Source:
Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 12. New York: Houghton Mifflin Harcourt, 1997.

The word is **"centimeters."**

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

Prefix	Root	Suffix	Definition of prefix

2. What are some words with the same prefix?

3. What are some other words with the same root?

4. Use this word in a sentence:

5. Complete the Frayer Model for this word:

Definition in your own words. If there are multiple definitions, record as many as you know:	Facts/Characteristics
Examples	Non-Examples

centimeters



Word Study and Vocabulary



Unit 2, 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 root *struct*. (L.5.4b)

Day 4:

- I can analyze the meaning of an academic vocabulary word with the prefix *centi-*. (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.

Lynne Cherry also uses description to help the reader "see" the consequences of rainforest destruction.

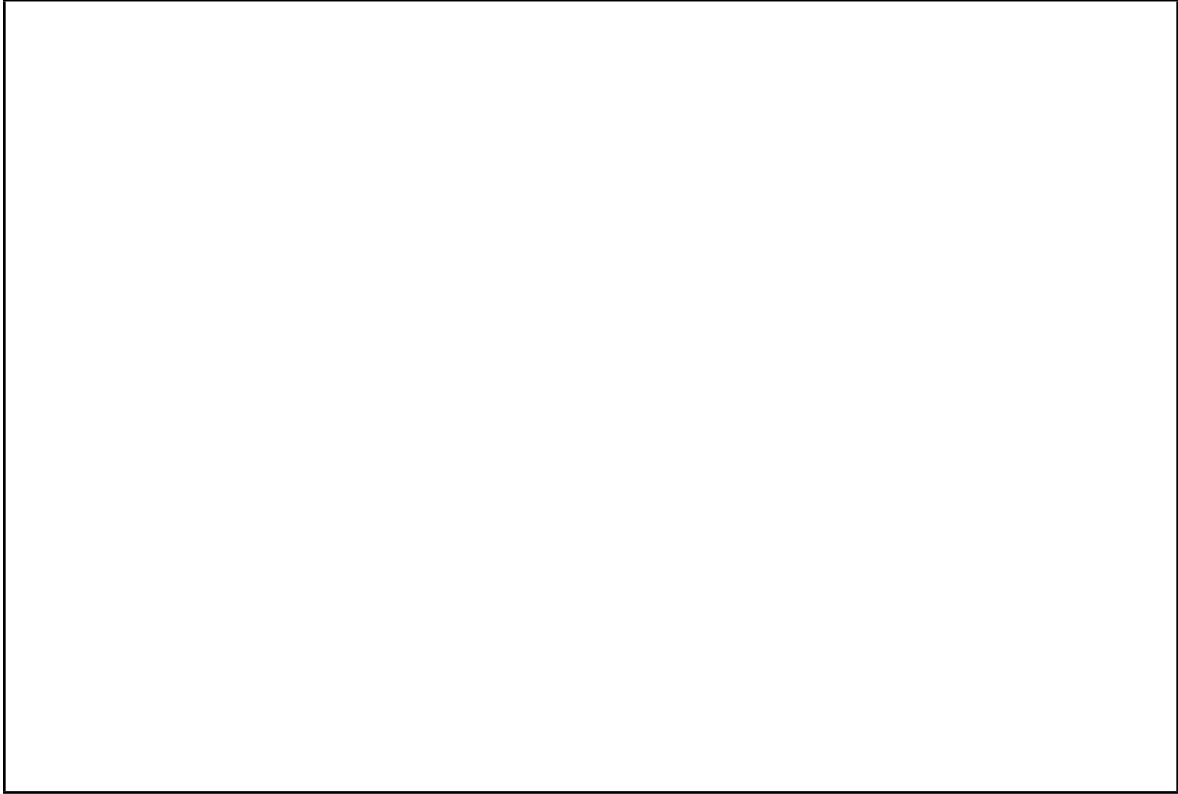
"Model Essay: Concrete and Sensory Language in *The Great Kapok Tree*." January 2016. New York City: EL Education.

The word is **"destruction."**

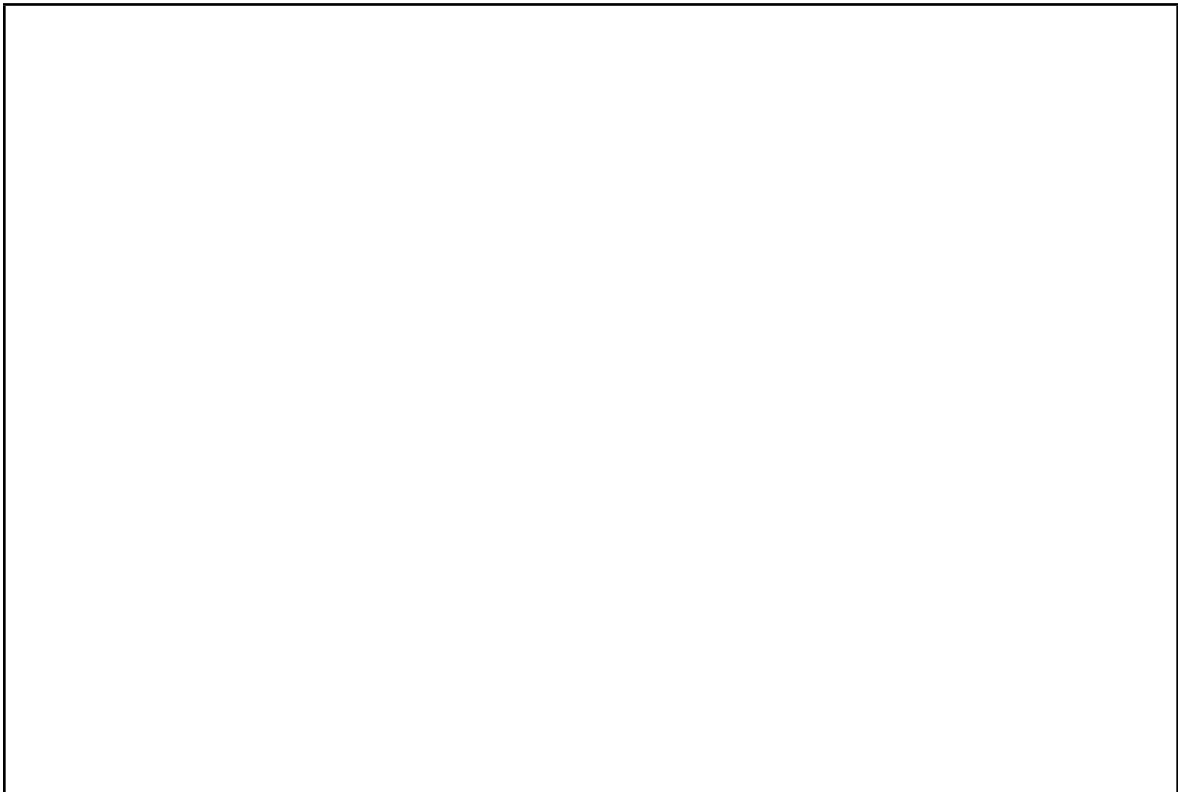
1. Use your Affix List. Break down the word into the root and affixes. Write the meaning of the root:

Prefix	Root	Suffix	Definition of the root
			<i>struct</i> means

2. Based on the model essay, sketch *the consequences of rainforest destruction*.



3. Sketch something you can do to help stop the *consequences of rainforest destruction*.



4. Complete the Vocabulary Grid for the word **destruction**:

<p>Sketch</p>	<p>Showing sentences</p> <ul style="list-style-type: none"> - - - - - (Hint: Check the model essay.)
<p>Translation, Cognates, and Pronunciation</p>	<p>Collocations</p> <ul style="list-style-type: none"> - - - - - (Hint: Check an online collocation dictionary.)
<p>Definition in your own words</p>	<p>Words with the same root</p> <ul style="list-style-type: none"> - _____ - _____ <p>Words with the same affixes</p> <ul style="list-style-type: none"> - de_____ion - de_____ion

Day 4

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

"With spoons and small garden trowels, they dig holes seven or eight inches (18 to 20 centimeters) deep."

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 29. New York: Houghton Mifflin Harcourt, 1997.

The word is **"centimeters."**

1. Sketch a garden trowel.

2. Use your Affix List. Break down the word into the prefix and root. Write the meaning of the prefix:

Prefix	Root	Suffix	Definition of Prefix
			<i>centi-</i> means

3. On the back or side of this sheet, sketch the holes at their actual size that Meg and the boys dig.

4. Complete the Vocabulary Grid for the word **centimeters**:

Sketch	Showing sentences - - - -
Translation, Cognates, and Pronunciation	Collocations - - - -
Definition in your own words	Words with the same prefix - centi_____ - centi_____ Words with the same root - _____ - _____



Word Study and Vocabulary



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

1.

Prefix	Root	Suffix	Definition of Prefix
en-	<i>Danger</i>	<i>ed</i>	<i>en- means to put into or onto, to go into or onto, and to cause to be</i>

2. Responses will vary, but may include: encircle, encounter, enlarge.

3. Responses will vary, but may include: danger, dangerous, dangerously.

4. Responses will vary, but may include: Some animals are endangered because humans have destroyed their habitat.

5.

Definition in your own words. If there are multiple definitions, record as many as you know:	Facts/Characteristics
<ul style="list-style-type: none"> - Threatened with danger - Threatened with extinction 	<p><i>Responses will vary, but may include:</i></p> <ul style="list-style-type: none"> - <i>An animal or plant that is dying out</i> - <i>Someone or something that is in danger</i>

Examples	Non-Examples
<i>Responses will vary, but may include:</i> <ul style="list-style-type: none"> - Tiger - Giant panda - Green turtle - Non-Examples 	<i>Responses will vary, but may include:</i> <ul style="list-style-type: none"> - Rats - Mice - Domestic cats - Dogs

Day 4

1.

<i>Prefix</i>	<i>Root</i>	<i>Suffix</i>	<i>Definition of Prefix</i>
centi-	meter	-s	centi- means one hundredth

2. *Responses will vary, but may include: millimeters, jumps.*3. *Responses will vary, but may include: centipede, centigrade.*4. *Responses will vary, but may include: We measured the paper in centimeters.*

5.

<p>Definition in your own words. If there are multiple definitions, record as many as you know:</p> <ul style="list-style-type: none"> - A meter has one hundred of them. You measure them. 	<p>Facts/Characteristics</p> <p><i>Responses will vary, but may include:</i></p> <ul style="list-style-type: none"> - Used to measure small areas
<p>Examples</p> <p><i>Responses will vary.</i> <i>Suggestions include:</i></p> <ul style="list-style-type: none"> - The plate was 15 centimeters in diameter - There are 2.5 centimeters in an inch 	<p>Non-Examples</p> <p><i>Responses will vary.</i> <i>Suggestions include:</i></p> <ul style="list-style-type: none"> - We paid for dinner in centimeters. - She counted her pencils in centimeters.

centimeters



Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can analyze the meaning of an academic vocabulary word with the root *struct*. (L.5.4b)

Day 4:

- I can analyze the meaning of an academic vocabulary word with the prefix *centi-*. (L.5.4b)

Student Materials

Days 2 and 4:

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

Day 2

- Use your Affix List. Break down the word into the root and affixes. Write the meaning of the root: Responses will vary, but may include:

Prefix	Root	Suffix	Definition of the root
de-	<i>struct</i>	-ion	<i>struct</i> means

- Based on the model essay, sketch the consequences of rainforest destruction. *Responses will vary, but may include: a sketch of smoldering ruins, land covered with tree stumps.*
- Sketch something you can do to help stop the consequences of rainforest destruction. *Responses will vary, but may include: a sketch of walking to school, using a pencil marked with the FSC seal for sustainable wood sources.*
- Complete the Vocabulary Grid for the word **destruction**: Responses will vary, but may include:

Sketch <i>a sketch showing a rainforest or other thing destroyed</i>	Showing sentences <ul style="list-style-type: none"> - "The author paints a visual picture for the reader, showing vividly what rainforest destruction can look like." (model essay) - "This is known as slash and burn farming and is believed to account for 50% of rainforest destruction." (http://www.rainforestconcern.org/rainforest_facts/why_are_they_being_destroyed/) - "The destruction in these pictures looks really awful." (Nikola, personal communication, February 4) - (Hint: Check the model essay.)
Translation, Cognates, and Pronunciation 파괴 deeSTRUKshun	Collocations <ul style="list-style-type: none"> - narrative technique - coherent narrative - first-person narrative - (Hint: Check an online collocation dictionary.)
Definition in your own words <i>When something is ruined by somebody</i>	Words with the same root <ul style="list-style-type: none"> - structure - instruction Words with the same affixes <ul style="list-style-type: none"> - description - deforestation

Day 4

1. Use your **Affix List**. Break down the word into the prefix and root. Write the meaning of the prefix: *Responses will vary, but may include:*

Prefix	Root	Definition of Suffix
centi-	meters	centi- means one hundredth

2. Complete the Vocabulary Grid for the word **centimeters**: Responses will vary, but may include:

<p>Sketch</p> <p><i>a sketch showing the length of a centimeter</i></p>	<p>Showing sentences</p> <ul style="list-style-type: none"> - "Almost every month nearly 40 inches (102 centimeters) of rain falls." (Source: Lasky, Kathryn. <i>The Most Beautiful Roof in the World: Exploring the Rainforest Canopy</i>, p. 12. New York: Houghton Mifflin Harcourt, 1997.) - "The little lines in between full numbers on a metric ruler each correspond to a full millimeter, which is one-tenth of a centimeter." ("Wiki-How" http://www.wikihow.com/Measure-Centimeters) - (Hint: Ask a classmate with a different task card for a sentence that uses "centimeters" in <i>The Most Beautiful Roof in the World</i>.)
<p>Translation, Cognates, and Pronunciation</p> <p><i>centimetar</i> <i>SEN-ti-mee-tr</i></p>	<p>Collocations</p> <ul style="list-style-type: none"> - <i>centimeters deep</i> - <i>centimeters long</i> - <i>centimeters wide</i>
<p>Definition in your own words</p> <p><i>A meter has one hundred of them. You measure with them.</i></p>	<p>Words with the same root</p> <ul style="list-style-type: none"> - <i>centiliter</i> - <i>centipede</i> <p>Words with the same affixes</p> <ul style="list-style-type: none"> - <i>kilometer</i> - <i>perimeter</i>



Writing Practice



Unit 2, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can write a paragraph explaining how an author uses concrete language and sensory details to describe experiences and events. (RL.5.1, W.5.2a, W.5.2b)

Day 4:

- I can use linking words and phrases to connect my ideas across my paragraph. (RL.5.1, W.5.2b, W.5.2c)

Student Materials

Day 2:

- ☒ Explaining Quotes anchor chart
- ☒ Explaining Quotes: "The Dreaming Tree" graphic organizer
- ☒ "The Dreaming Tree"
- ☒ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card

Directions:

Day 2

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

- **Concrete language:** Precise details and specific identifying information to give your mind something solid to imagine when you read a sentence. Concrete words and phrases often precisely describe sensory experiences (how things look, smell, taste, feel, sound).
- **Sensory details:** Details that describe for the reader how things look, sound, feel, smell, and taste, so that the reader can imagine the experience as if he or she were there.

Prompt: What does the author's use of concrete language and sensory detail in "The Dreaming Tree" help you understand about the rainforest?

Focus Statement: The author's description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest.

1. Write an informative paragraph using the given focus statement responding to the prompt.

Try to work for the entire 10 minutes, and refer to the Explaining Quotes: "The Dreaming Tree" graphic organizer, "The Dreaming Tree," and the Explaining Quotes anchor chart as you work.

You can use this writing frame, or you can write your own on the back of this task card or on a piece of lined paper.

Throughout "The Dreaming Tree," the author uses concrete language and sensory detail to describe events and experiences. The author's description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest. For example, when

the author tells us, "

This description helps the reader imagine

The descriptive language used by the author helps the reader see how beautiful the rainforest is.

Day 4

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

- Linking words and phrases: words that connect our ideas within a paragraph or essay

Examples of Linking Words and Phrases:

For example,

Similarly,

Another example is ...

In addition to ...

In the same way,

Prompt: What does the author's use of concrete language and sensory detail in "The Dreaming Tree" help you understand about the rainforest?

Focus Statement: The author's description of things Uaica hears, feels, and sees helps the reader understand the beauty of the rainforest.

1. Revise the paragraph drafted on Day 2. Use the lines below if you need more room. Try to work for the entire 10 minutes, and refer to the Explaining Quotes: "The Dreaming Tree" graphic organizer and the Explaining Quotes anchor chart as you work. As you revise, be sure to:

- Use additional details, examples, or quotes from the text that support your thinking about the topic.
- Use linking words or phrases to connect your ideas.
