

**Grade 5:** Module 2: Unit 3

# 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 3 OVERVIEW	
 <p><b>Reading and Speaking Fluency/GUM</b> L.5.1a</p>	<ul style="list-style-type: none"> <li>Students review what conjunctions, prepositions, and interjections are, and they practice finding the function of conjunctions, prepositions, and interjections in sentences.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ●▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Additional Work with Complex Text</b> RI.5.1, RL.5.6, RL.5.10, W.5.9</p>	<ul style="list-style-type: none"> <li>All students discuss the gist of excerpts from a complex text introduced in the module lessons. They analyze the relationships signaled by subordinating conjunctions in sentences from these excerpts.</li> <li><i>ELLs complete the same activities as other students.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ◆▲, group 2 ■, group 3 ● (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Independent Reading</b> RL.5.10, RI.5.10, SL.5.1</p>	<ul style="list-style-type: none"> <li>All students read both research texts (related to the topic of rainforests) and free choice texts (on any topic of their interest).</li> <li>They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.</li> <li><i>ELLs complete the same activities as other students.</i></li> </ul>
 <p><b>Writing Practice</b> W.5.3b, W.5.4, W.5.5, W.5.10</p>	<ul style="list-style-type: none"> <li>Students respond to prompts to practice informational writing techniques modeled and discussed in the module lessons.</li> <li><i>ELLs analyze and use phrases to explain, elaborate on, and link ideas from the complex texts in the module lessons.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ◆▲, group 2 ■, group 3 ● (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>
 <p><b>Word Study and Vocabulary</b> L.5.4, L.5.4b, L.5.6</p>	<ul style="list-style-type: none"> <li>Students analyze two academic vocabulary words with the roots <i>aud</i> and <i>log/logos/logue</i> (using Frayer Models) and practice using the words in context.</li> <li><i>ELLs participate in a Language Dive to discuss two words and their affixes in the context of sentences from the complex text of the module lessons. They use a Vocabulary Grid to analyze the words and then practice using the words in context.</i></li> <li>Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)</li> </ul>

ALL 5M2 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 1</b>	<p><b>FLEX DAY</b></p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<b>Lesson 2</b>  ALL Block: Week 1, Day 1	<p><b>Reading and Speaking Fluency/GUM</b></p> <p><b>Overview:</b> With teacher guidance, students analyze sentences including prepositions, conjunctions, and interjections to determine the function.</p> <p><b>Learning Target: I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide</li> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card</li> </ul>	<p><b>Additional Work with Complex Text</b></p> <p><b>Overview:</b> Students color-code and record observations about the dialogue in an excerpt from <i>The Most Beautiful Roof in the World</i> in preparation for analyzing dialogue in the book throughout the week.</p> <p><b>Learning Target: I can read and understand complex text. (RL.5.10)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Student Task Card</li> </ul>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p><b>Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)</b></p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b></p> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Independent Reading: Student Task Card</li> </ul>

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ALL 5M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 3</b>  ALL Block: Week 1, Day 2	<b>Additional Work with Complex Text</b> <b>Overview:</b> With teacher guidance, students explore how Kathryn Lasky conveys a character's point of view using dialogue. With support, they describe James' point of view in a passage from <i>The Most Beautiful Roof in the World</i> , supporting their analysis with quotes and other evidence from the passage. <b>Learning Target:</b> I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9) <i>ELLs work with the teacher to rewrite the excerpt they read in the previous session as a "script" to ensure literal understanding of who is speaking and what is being said before moving on to analyze point of view. See the Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide</li> <li>Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card</li> </ul> (■●◆), (▲)	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> Students play a conjunctions, prepositions, and interjections memory game. <b>Learning Target:</b> I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card</li> <li>Conjunctions, Prepositions, and Interjections Memory Cards</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals. <b>Learning Target:</b> I can read my research reading text independently for 10 minutes. (RI.5.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 5M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 4</b>  ALL Block: Week 1, Day 3	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> Students practice choosing and using prepositions and conjunctions, and explaining the function of both in sentences. <b>Learning Target: I can use the correct preposition and conjunction, and explain the function of a preposition and conjunction in a particular sentence. (L.5.1a)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Additional Work with Complex Text</b> <b>Overview:</b> Students follow a task card to analyze the point of view in another passage from <i>The Most Beautiful Roof in the World</i> . They work in pairs to gather evidence and quotes to support an inference about what the characters are thinking and feeling in the passage. <b>Learning Target: I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A
<b>Lesson 5</b>  ALL Block: Week 1, Day 4	<b>Additional Work with Complex Text</b> <b>Overview:</b> Using their insights and notes from Day 3, students write a paragraph describing how Kathryn Lasky uses dialogue to convey Meg's point of view, supporting the analysis with quotes and other evidence from the text. <b>Learning Target: I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)</b> <i>ELLs complete the same activities as other students. See the Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i>	<b>Reading and Speaking Fluency/GUM</b> <b>Overview:</b> Students follow a task card to determine the function of conjunctions, prepositions, and interjections in specific sentences. <b>Learning Target: I can explain the functions of conjunctions, prepositions, and interjections. (L.5.1a)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A	<b>Independent Reading</b> <b>Overview:</b> All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another. <b>Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> N/A

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ALL 5M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 6</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 7</b>	<b>FLEX DAY</b> Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
<b>Lesson 8</b>  ALL Block: Week 2, Day 2	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students analyze the dialogue in an excerpt from <i>The Most Beautiful Roof in the World</i> , discussing how the dialogue propels the action forward. <b>Learning Target: I can identify dialogue in a narrative that slows down time and propels the action of the story forward. (W.5.3b, W.5.4, W.5.5, W.5.10)</b> <i>ELLs complete the same activities as other students. See the Unit 3, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Writing Practice: Teacher Guide</li> <li>Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card</li> </ul>	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card to play a team game in which they describe a word with the root <i>aud/audi</i> or <i>log/logos/logue</i> to the other team without actually saying the word. <b>Learning Target: I can determine a word from a description of the meaning. (L.5.4)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Word Study and Vocabulary: Student Task Card</li> <li>Team Game Words</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10)</b> <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Independent Reading: Student Task Card</li> </ul>

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ALL 5M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<b>Lesson 9</b>  ALL Block: Week 2, Day 3	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students use a Frayer Model to analyze the meaning of the word audience with a focus on the root aud/audi. 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. <b>Learning Target:</b> ■●◆: I can analyze the meaning of an academic vocabulary word with the root aud/audi. (L.5.4b) <b>▲: I can analyze the meaning of an academic vocabulary word with the root struct. (L.5.4b)</b> <i>With teacher guidance during a Language Dive, ELLs use a Vocabulary Grid to explore the word narrative with the suffix -ive in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide</li> <li>Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (▲), (■●◆)</li> </ul>	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card and build up stamina in writing fluency. They use what they have learned about dialogue to slow down time through teacher modeling and practice in the module lessons as they revise their partner narrative drafts. <b>Learning Target:</b> I can revise my narrative to slow down time with dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10) <i>ELLs complete the same activities as other students.</i> <b>Printed Materials:</b> <ul style="list-style-type: none"> <li>Unit 3, Week 2: Writing Practice: Student Task Card</li> </ul>	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Target:</b> 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> <b>Printed Materials:</b> N/A
<b>Lesson 10</b>  ALL Block: Week 2, Day 4	<b>Writing Practice</b> <b>Overview:</b> With teacher guidance, students continue to analyze an excerpt from <i>The Most Beautiful Roof in the World</i> , identifying places that do not include dialogue and adding dialogue that propels the action forward. <b>Learning Target:</b> I can identify places in a narrative that do not have dialogue and add dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10) <i>ELLs complete the same activities as other students.</i>	<b>Word Study and Vocabulary</b> <b>Overview:</b> Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. <b>Learning Target:</b> I can use an academic vocabulary word in context. (L.5.6)	<b>Independent Reading</b> <b>Overview:</b> 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. <b>Learning Target:</b> 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>

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ALL 5M2 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
	<p>See the Unit 3, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</p> <p><b>Printed Materials:</b> N/A</p>	<p>ELLs follow a task card and use the academic word <i>analyzed</i> during teacher instruction on Day 2 in context.</p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Printed Materials:</b> N/A</p>
<b>Lesson 11</b>	<p><b>Word Study and Vocabulary</b></p> <p><b>Overview:</b> With teacher guidance, students use a Frayer Model to analyze the meaning of the word <i>dialogue</i> with a focus on the root <i>logue</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.</p> <p><b>Learning Target:</b> ■●◆: I can analyze the meaning of an academic word with the root <i>log/logos/logue</i>. (L.5.4b)</p> <p>▲: I can analyze the meaning of an academic word with the suffix <i>–ence</i>. (L.5.4b)</p> <p><i>With teacher guidance during a Language Dive, ELLs use a Vocabulary Grid to explore the word experiences with the suffix -ence in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 3, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Writing Practice</b></p> <p><b>Overview:</b> Students follow a task card and build up stamina in writing fluency. They use what they have learned about using dialogue to slow down time through teacher modeling and practice in the module lessons as they revise their partner narrative drafts.</p> <p><b>Learning Target:</b> I can revise my narrative to slow down time by adding dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>	<p><b>Independent Reading</b></p> <p><b>Overview:</b> All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another.</p> <p><b>Learning Target:</b> I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10/RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p><b>Printed Materials:</b> N/A</p>
<b>Lesson 12</b>	<p><b>FLEX DAY</b></p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<b>Lesson 13</b>	<p><b>FLEX DAY</b></p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



## Reading and Speaking Fluency/GUM

### Unit 3, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 1:

- I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a)

##### Day 3:

- I can use the correct preposition and conjunction, and explain the function of a preposition and conjunction in a particular sentence. (L.5.1a)

#### Teaching Notes

- On Day 1 of this component, students review what conjunctions, prepositions, and interjections are and consider their function.
- On Day 3, students select an appropriate preposition or conjunction to complete a sentence. They explain the function of the preposition or conjunction they chose.
- **Differentiation:**
  - Note that, as explained in the Unit Overview, ▲ and ● are grouped together to provide opportunities for peer coaching.
  - Days 1 and 3: Provide students with varying levels of support in completing the activity card based on the self-assessment.
  - ▲ Days 1 and 3: Levels of Support: To provide heavier support for ELLs, ask students to sketch or act out the meaning of only one sentence in each category on the activity card. This can be determined by the pre-assessment given at the beginning.
  - ▲ 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 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 3, Week 1: Independent Reading: Student Task Card (one per student)

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in 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 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 3, 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 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the Supporting Peers anchor chart.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

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

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and invite students to read the three sentences at the top of their activity card and to discuss why they think certain words are underlined. As students read, check in with students in the other ALL groups who need support in getting started.
- Review the Daily Learning Target and discuss what it means.
- Pre-assessment:
  - Read the first sentence aloud for the group.
  - Focus students on the words that have been underlined.
  - Invite students to read the key underneath the sentences.
  - Invite students to close their eyes before showing on their fingers what they think the underlined word is. Explain that they may not know/remember what these words mean, but it's okay if they don't. (The answer is 2: preposition, but don't share this answer with students until the end of the session.)
  - Make a note of who gets this right and who gets this wrong—this will help you determine how students will work through their activity card.
  - Tell students that you aren't going to tell them the answers yet because they are going to come back to this at the end of the session to see if their answers have changed.
  - Repeat with the remaining sentences and consider student responses across the three questions to determine how students will work through the activity card. (The word in the second question is an interjection, and the word in the third question is a conjunction.)

- Read each question on the activity card. Ensure that students understand the meaning of the word *function*. (“What does the word do in the sentence?”)
- Invite students to ask any questions about the directions.
- Use the pre-assessment to determine whether students will work independently, in pairs, or with teacher guidance in a group.
- Students working independently or with a partner will find a location elsewhere in the room while you remain in the same space with the students who require teacher guidance.
- For those students who require teacher guidance, work through each question on the activity card together and have students discuss their responses and the justification for their response as a group before recording the answers. For ELLs: Suggest that students discuss before they record responses, whether they work with teacher guidance or in mixed-proficiency pairs.
- Five minutes before the end of the session, invite students to come back together and discuss the answers to each question as a group.
- Review the three sentences from the beginning of the lesson with the same procedure. Determine student learning from this.
- Collect Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards and review student work to identify common issues to use as whole group teaching points in the next teacher-led Reading and Speaking Fluency/GUM session.
- Prepare students for the next day’s independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

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

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

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

- Redistribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and invite students to read the Day 3 content 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.
- Review the Daily Learning Target and discuss its meaning.
- Read each question on the activity card.
- Invite students to ask any questions about the directions.



- Determine whether students will work independently, in pairs, or with teacher guidance in a group.
- Students working independently or with a partner will find a location elsewhere in the room while you remain in the same space with students who require teacher guidance.
- For those students who require teacher guidance, work through each question on the activity card together and have students discuss their responses and the justification for their response as a group before recording the answers.
  - 🏔️ Suggest that students discuss before they record responses, whether they work with teacher guidance or in mixed-proficiency pairs.
- Five minutes before the end of the session, invite students to come back together and discuss the answers to each question as a group.
- Collect Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards and review student work to identify common issues to use as whole group teaching points in the next teacher-led Reading and Speaking Fluency/GUM session.
- Prepare students for the next day's independent activity: Display the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.



## Reading and Speaking Fluency/GUM



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

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



#### Daily Learning Targets

- Day 1: I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a)
- Day 3: I can use the correct preposition and conjunction, and explain the function of a preposition and conjunction in a particular sentence. (L.5.1a)

#### Student Materials

##### Days 1 and 3:

☒ N/A

#### Directions:

#### Day 1

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

- A. Meg Lowman works in the rainforest canopy.
- B. "Yikes! That is a big spider!"
- C. Meg Lowman works in the rainforest canopy because she is interested in the life there.

#### Key:

Interjection: Show one finger

Preposition: Show two fingers

Conjunction: Show three fingers

#### 1. Read the sentences:

- a. The boy sat at his desk in the classroom.
- b. I'll be ready to leave in about 20 minutes.
- c. He lives on School Street.



2. The underlined words are **prepositions**. What do you notice about prepositions? What is the function of prepositions?

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3. Read the sentences:

- a. I wanted to eat lunch, but she wanted to play outside.
- b. We are going to eat lunch now because we are hungry.
- c. I finished my homework quickly so I could go outside.

4. The underlined words are **conjunctions**. What do you notice about conjunctions? What is the function of conjunctions? CHALLENGE: What is the difference between the function of these three conjunctions?

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5. Read the sentences:

- a. "Ouch! That hurt!"
- b. "Yum! My dinner was delicious."
- c. "Urgh! I don't want to do my homework tonight."

6. The underlined words are **interjections**. What do you notice about interjections? What is the function of interjections?

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### Day 3

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

Definition: **Preposition:** A word that introduces information about when, where, how, and what kind

1. Which of the following prepositions best completes this sentence?

in, on, to, behind, for, through

- We parked in the parking lot \_\_\_\_\_ the school.

2. What is the function of the preposition you have chosen in this sentence?

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3. Which of the following prepositions best completes this sentence?

in, on, to, behind, for, through

- My vacation begins \_\_\_\_\_ Friday.

4. What is the function of the preposition you have chosen in this sentence?

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5. Which of the following prepositions best completes this sentence?

in, on, to, behind, for, through

- She ran \_\_\_\_\_ the ribbon at the end of the race.

6. What is the function of the preposition you have chosen in this sentence?

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Definition: **Conjunction:** A word joining words, phrases, clauses, or sentences

7. Choose one of these conjunctions to join these sentences: for, and, nor, but, or, yet, so, because, while, when

- I want to read my book. My dinner is ready.

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8. What is the function of the conjunction you have chosen in this sentence?

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9. Choose one of these conjunctions to join these words, phrases, clauses, or sentences: for, and, nor, but, or, yet, so, because, while, when

- I want cookies. I want ice cream.

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10. What is the function of the conjunction you have chosen in this sentence?

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11. Choose one of these conjunctions to join these words, phrases, clauses, or sentences: for, and, nor, but, or, yet, so, because, while, when

- I need help. I don't understand what this sentence means.

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12. What is the function of the conjunction you have chosen in this sentence?

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## Reading and Speaking Fluency/GUM



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



#### Daily Learning Targets

- Day 1: I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a)
- Day 3: I can use the correct preposition and conjunction, and explain the function of a preposition and conjunction in a particular sentence. (L.5.1a)

#### Student Materials

##### Days 1 and 3:

☒ N/A

#### Day 1

1. Read the sentences:
  - a. The boy sat at his desk in the classroom.
  - b. I'll be ready to leave in about 20 minutes.
  - c. He lives on School Street.
2. These words are **prepositions**. What do you notice about prepositions? What is the function of prepositions? *Student responses will vary, but should be something like: They introduce information about when, where, how, and what kind. They usually connect to and come before a noun. The prepositional word in sentence c introduces information about where he lives.*
3. Read the sentences:
  - a. I wanted to eat lunch, but she wanted to play outside.
  - b. We are going to eat lunch now because we are hungry.
  - c. I finished my homework quickly so I could go outside.
4. These words are **conjunctions**. What do you notice about conjunctions? What is the function of conjunctions? *Student responses will vary, but should be something like: They combine/join related words and phrases, and combine/join related clauses into one sentence. The conjunction in sentence b joins together two independent clauses and makes the second dependent on the first. The conjunction but introduces contrast; the conjunction because introduces a reason; the conjunction so can introduce a result or a reason.*

5. Read the sentences:

- a. "Ouch! That hurt!"
- b. "Yum! My dinner was delicious."
- c. "Urgh! I don't want to do my homework tonight."

6. These words are **interjections**. What do you notice about interjections? What is the function of interjections? *Student responses will vary, but should be something like: They show a sudden expression of emotion. The interjection in sentence a expresses sudden pain.*

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### Day 3

- 1. We parked in the parking lot *behind* the school.
- 2. *This preposition introduces information about where we parked.*
- 3. My vacation begins *on* Friday.
- 4. *This preposition introduces information about when the vacation begins.*
- 5. She ran *through* the ribbon at the end of the race.
- 6. *This preposition introduces information about how she moved in relation to the ribbon at the end of the race.*
- 7. I want to read my book, *but* my dinner is ready.
- 8. *This conjunction joins the two sentences and shows how one is connected and in opposition to the other. It shows she is disappointed because she wants to read her book but her dinner is ready.*
- 9. They want cookies *and* ice cream.
- 10. *This sentence reduces the number of the words and connects the two related things that they want.*
- 11. I need help *because* I don't understand what this sentence means.
- 12. *This conjunction joins the two sentences and shows how one is dependent on the other. It explains why this person needs help.*



## Additional Work with Complex Text



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

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



### Daily Learning Targets

#### Day 1:

- I can read and understand complex text. (RL.5.10)

#### Day 3:

- I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

### Student Materials

#### Day 1:

- ✓ Colored pencils (orange and purple; one of each)

#### Day 3:

- ✓ *The Most Beautiful Roof in the World*

### Directions:

#### Day 1

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

Text excerpt:

"Oh man, oh man!" exclaims James. He is 87 feet (27 meters) high; his feet are so small he can rest both of them easily on a staple. He has come nose to nose with a bark beetle glittering like an armored knight. It looks like something out of one of his science-fiction comic books. "Weird! Weird! Totally awesome."

"What is it, James?" Meg calls down.

"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. Maybe it's poisonous."

"Oh gee, I hope not. Don't touch it. Keep on climbing."

At last they reach the walkway. Meg finds a pen she had left behind and has them help her number a few leaves. Then they climb onto platform three. With their uncle’s help they inch out toward the bromeliad.

“Don’t touch the tarantula,” Meg calls after them.

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

- 1. Read the excerpt of text chorally as a group.
- 2. Explain the gist of the section to your partner. Take turns sharing.
- 3. Lightly shade the words James says (between the quotation marks) in orange.
- 4. Lightly shade the words Meg says (between the quotation marks) in purple.
- 5. Dialogue tags are short clauses that let the reader know who is speaking. Examples: “he said” or “she shouted.”
  - Underline all the dialogue tags in the passage. The first one has been done for you.
- 6. Look carefully at the lines you have color-coded orange and purple. What do you notice? What do you wonder?
- 7. Look carefully at the dialogue tags you underlined. What do you notice? What do you wonder?

Annotations	We notice	We wonder
About James (orange) and Meg (purple)		
About the dialogue tags (underlined)		



**Day 3**

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

1. Find the excerpt in ***The Most Beautiful Roof in the World*** that begins in the middle of page 37 (starting with "Look at this!") and ends on page 39 (ending with "... James protests.>").
2. Read the excerpt together chorally aloud.
3. Explain the gist of the excerpt to your partner. Take turns sharing.
4. With a partner, discuss the following questions:
  - What does Meg think about the slingshot spider?
  - How does Meg feel about killing the spider?
  - How would you describe Meg's point of view?

5. Choose two quotes from the text that convey Meg's point of view.

Fill out the chart. Some parts of the chart have been completed for you.

Event (When ____.)	Quote (Meg says ____.)	What does this show about what Meg is thinking and feeling?
they notice the web moving	Meg says it's "The breeze."	
the boys become upset that Meg kills the spider		



## Additional Work with Complex Text



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



#### Daily Learning Targets

##### Day 1:

- I can read and understand complex text. (RL.5.10)

##### Day 3:

- I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

#### Student Materials

##### Day 1:

- ✓ Colored pencils (orange and purple; one of each)

##### Day 3:

- ✓ *The Most Beautiful Roof in the World*

#### Day 1

**"Oh man, oh man!"** exclaims James. He is 87 feet (27 meters) high; his feet are so small he can rest both of them easily on a staple. He has come nose to nose with a bark beetle glittering like an armored knight. It looks like something out of one of his science-fiction comic books. **"Weird! Weird! Totally awesome."**

"What is it, James?" Meg calls down.

***"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. Maybe it's poisonous."***

"Oh gee, I hope not. Don't touch it. Keep on climbing."

At last they reach the walkway. Meg finds a pen she had left behind and has them help her number a few leaves. Then they climb onto platform three. With their uncle's help they inch out toward the bromeliad.

"Don't touch the tarantula," Meg calls after them.

They see it climb on its jointed legs out of the bromeliad.

Key:

**Dialogue by James**

Dialogue by Meg

### Day 3

- What does Meg think about the slingshot spider?

*Responses will vary, but may include: She is amazed by it—she's never seen one before.*

- How does Meg feel about killing the spider?

*Responses will vary, but may include: She doesn't show much emotion; it is part of what she needs to do in her position.*

- How would you describe Meg's point of view?

*Responses will vary, but may include: Scientific point of view—she is curious; the spider is important because of what we can learn from it.*

Fill in the chart below with two quotes from the text that convey Meg's point of view. Some parts of the chart have been completed for you.

*Responses will vary, but may include:*

Event (When ____.)	Quote (Meg says ____.)	What does this show about what Meg is think- ing and feeling?
they notice the web moving	Meg says it's "The breeze."	<i>She has seen many things move in the rainforest. She uses the most likely logical explanation.</i>
<i>the boys become upset that Meg has killed the spider</i>	<i>Meg says, "But we have to take it back. I'm going to send it to the Smith- sonian for identification."</i>	<i>Meg thinks that increasing knowledge of the rain- forest is more important than the life of a single spider.</i>



## Independent Reading



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

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



#### Daily Learning Targets

##### Days 1 and 2:

- I can read my research reading text independently for 10 minutes. (RI.5.10)

##### Day 3:

- I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)

##### Day 4:

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

#### Student Materials

##### Days 1–3:

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

##### Day 4:

- ☒ Research reading text
- ☒ Vocabulary log

#### Directions:

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##### Days 1 and 2

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

1. Read your independent research reading text for 10 minutes.
2. Record your reading in 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 3, Week 1: Teacher Guide



#### Daily Learning Targets

##### Days 2 and 4:

- I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

#### Teaching Notes

- On Day 2, students explore how Kathryn Lasky conveys a character's point of view using dialogue. Students will analyze the speaker's words and then describe the character's point of view, supporting their inferences with evidence from the text. Understanding the relationship between dialogue and character development will support students in understanding the deeper meaning of the text and also provide models for using dialogue purposefully in the narratives they will write later in the module.
- On Day 4, students share their insights about the passage they read in the previous session. Using writing skills learned in Unit 2 of the module lessons, students compose a paragraph describing how Kathryn Lasky uses dialogue to convey Meg's point of view, supporting the analysis with quotes and other evidence from the text.
- 🗿 On 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: Students who need more support will work with the teacher to ensure literal understanding of who is speaking and what is being said before moving on to analyze point of view. Students ready for more challenge can use an additional card to analyze and describe Meg's point of view as well as James'.
  - 🗿 Day 2: Levels of Support: To provide heavier support, focus students on comprehension of the excerpt. Invite them to think about how one phrase or line of dialogue shows point of view. To provide lighter support, invite students to contrast James' and Meg's dialogue and point of view.
  - Day 4: Students who need more support can work with the teacher to write a single, shared piece. Students ready for more challenge can include additional evidence from the text.
  - 🗿 Day 4: Levels of Support: For heavier support, provide a model paragraph as a frame and invite students to fill in key missing pieces. For lighter support, ask students to write a paragraph independently or in pairs.
  - 🗿 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 2: Prepare the Conjunctions, Prepositions, and Interjections Memory Cards for the independent work component.

### 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, 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 3, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 3, 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: *The Most Beautiful Roof in the World* (one per student)
- ✓ Day 4: Lined paper (one piece 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite



students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.

- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their ALL Independent Group Work protocol hand-outs.

### ■●◆▲ **Day 2: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to read the excerpt of text on their Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card from the previous day. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review student answers from Day 1 of the Student Task Card using the Unit 3, Week 1, Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- Distribute the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card. Review the Daily Learning Target and discuss the meaning.
- Briefly discuss what students noticed and wondered when they read the dialogue excerpt from page 33 in the previous session.

#### ▲ 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.
- Invite students to place a finger on the words *armored knight* and to read them aloud chorally with you.
- Invite students to find the translation of *armored knight* in home languages (*gisa* in Korean).

***“What is the meaning of knight?” (a man who fought on a horse as a soldier for his master in the Middle Ages, the years 500–1500)***

***“Place your finger on the word armored. What did a knight wear? Why did the writer add -ed to armor?” (armor; metal clothing to protect their bodies when they fought; to turn the noun armor into an adjective to describe knight)***

***“So, what is an armored knight? How does knowing what an armored knight is help you understand the excerpt?” (a knight who wears armor; Knowing what an armored knight is helps us know that James has a good imagination and that the beetle looks very interesting to him.)***

- If necessary, show students a picture of an armored knight. Consider, however, skipping this visual support step to focus on conversation-based negotiation of meaning.

- If necessary, repeat a similar process of steps 2–6 for additional unfamiliar vocabulary. Make the connection between armored knight and Darth Vader head. (Darth Vader is the “Dark Knight.”) Be sure students are aware of the Star Wars science-fiction franchise, and that the series includes popular films and comic books about the adventures of characters in space a long time ago and far, far away. Consider showing these films or books, in English or translated, to ELLs who are new to them.
- 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.)***
- ■: Lead the group in transcribing a brief “script” of this excerpt on a piece of chart paper, using the exact words of the text and indicating which character is speaking:
  - Sample script (recorded by teacher on chart paper):
    - James: “Oh man, oh man! Weird! Weird! Totally awesome.”
    - Meg: “What is it, James?”
    - James: “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. Maybe it’s poisonous.”
    - Meg: “Oh gee, I hope not. Don’t touch it. Keep on climbing. Don’t touch the tarantula.”
- Ask for volunteers to read the text excerpt on their own in four voices by assigning the following parts:
  - James (read parts shaded orange)
  - Meg (read parts shaded purple)
  - Dialogue tags (read words underlined)
  - Narrator (read the remaining description)
- Encourage students to try to coordinate the timing so the passage sounds fluent (this may require a second run-through).
- Discuss notices/wonders. If desired, record them on a chart. Observations may include the following:
  - Dialogue is not always written in a “back and forth” pattern. Sometimes a character speaks twice before another responds.
  - There is often a stretch of narration that describes what the characters are doing between two lines of dialogue.
  - Some lines of dialogue are long, and some are short.
  - Not all lines of dialogue have dialogue tags.
  - Indentations and quotation marks are used to show that a person is speaking.
  - Many words are used as synonyms for the word *said* in dialogue tags. Sometimes these help us understand what the character is thinking or feeling (e.g., *exclaims*).
- Remind students that *point of view* is the way the author allows the reader to “hear” and “see” what is happening in a narrative. The point of view from which a story is told can also help the reader understand what characters are thinking and feeling. In this passage, the author uses dialogue to show us what James is seeing in the rainforest canopy and how he feels about this experience.
- Guide students through completing the Teacher-Guided Student Activity Card. Students ready for more challenge can complete the More Challenge on their own or with a partner.
- 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 3, Week 1: Independent Reading: 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 3, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol 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 on the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the Daily Learning Targets and discuss their meaning.
- Review the Day 3 directions on the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and provide different levels of support in completing the task based on student needs.
- Read the dialogue that begins in the middle of page 37 (starting at "Look at this!") and ends on page 39 (ending with "... James protests.") of *The Most Beautiful Roof in the World*.
- Invite students to write their paragraphs on **lined paper**.
- Invite students to share their paragraphs with a partner if time allows.
- 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 3, Week 1: Additional Work with Complex Text: Student Task Card.

- Redistribute the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card. Review the Daily Learning Target and discuss the meaning.
- Tell students they will discuss the excerpt from *The Most Beautiful Roof in the World* to prepare to group-write a short paragraph that explains how the dialogue conveys Meg's point of view.
- Remind them about the structure of an effective paragraph. Write a template on **chart paper**, as shown below, leaving space to fill in the template later:
  1. A clear topic sentence:
  2. Supporting details that include quotes from the text:
  3. A concluding statement:
- 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 from Day 3 aloud, and invite students to read along silently in their heads.
  - Invite students to place a finger on the word *breeze* and to say it aloud with you.
  - Invite students to find the translation of *breeze* in home language (*nasim* in Arabic).
  - Turn and Talk:
 

***“What is the meaning of breeze?” (a gentle wind)***
  - If necessary, repeat a similar process to steps 2–4 for additional unfamiliar vocabulary.
  - Turn and Talk:
 

***“How does Meg feel when she notices the web moving? What, in the excerpt, makes you think so?” (Meg feels calm: “The breeze.”)***

***“Why does Meg feel calm?” (She is a scientist; she has seen movement in the rainforest before.)***

***“So, what is Meg’s point of view about the web moving? Discuss with a partner and explain why you agree or disagree.” (She has a calm, scientist’s point of view, based on logic, reason, and her experiences.)***

***“How did you figure out Meg’s point of view?” (made a guess or deduced based on textual evidence; inferred)***

***“Why do the boys call the spider a slingshot spider? Can you pretend to be a slingshot spider and shoot your web at an insect?” (It stretches back its sticky web, lets it go, and traps an insect. Look for students to mime shooting a spider web line like a slingshot at an imaginary insect.)***

***“Why does Meg kill the slingshot spider? What, in the excerpt, makes you think so?” (to identify it at the Smithsonian)***

***“How does Meg feel about killing the spider? What, in the excerpt, makes you think so?” (She feels justified. Killing one spider is worth the scientific knowledge the world will gain. “We have to take it back. I’m going to send it to the Smithsonian …”)***

- If productive, cue students with a challenge:

***Conversation Cue: “What if Meg hadn’t killed it? I’ll give you time to think and discuss with a partner.” (Responses will vary.)***

— Turn and Talk:

- “Now what do you think is the gist of this excerpt?” (Meg and her sons find an incredible spider and have very different reactions to it.)
- Guide students through a group-write of a short paragraph that explains how the dialogue conveys Meg’s point of view, referring them back to their responses during the discussion today. Examples:

***“What do we want our topic sentence to be? What does the dialogue in this excerpt convey?” (The dialogue in this excerpt of The Most Beautiful Roof in the World, in which Meg and her sons find an incredible spider, conveys Meg’s point of view.)***

- Get students started, then write what the group says on the chart paper next to “a clear topic sentence.”
- Turn and Talk:
 

***“What is one event that supports our topic sentence?” (Her sons notice the web moving.)***
- Continue eliciting student responses, asking students to refine their responses as formal sentences. Record them on the chart paper in the appropriate space.
- Invite students to correct any language errors that interfere with comprehension or that are related to the conjunctions, interjections, and prepositions studied in this unit.
- Invite students to choral read the final paragraph aloud as a class.



## Additional Work with Complex Text



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

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



#### Daily Learning Targets

- Days 2 and 4: I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

#### Student Materials

##### Day 2:

- ☒ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card

##### Day 4:

- ☒ *The Most Beautiful Roof in the World*
- ☒ Lined paper

#### Directions:

##### Day 2

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

- Discuss the point-of-view questions with the group.
  - Then list a word, phrase, or sentence from the dialogue that shows James' point of view.
1. Discuss these questions with the group:
    - What is James thinking as he climbs into the rainforest canopy for the first time?

- 
- How does James feel on his first visit to the rainforest canopy?

- 
- How would you describe James' point of view?
-

2. Reflect on this question with the group:

- How did James' point of view influence the way this event is described?

**MORE CHALLENGE:**

Reread the excerpt. Then analyze Meg's point of view in the same passage by answering the questions below.

3. What is Meg thinking as she climbs into the rainforest canopy with her sons?

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4. How does Meg feel on this visit?

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5. How would you describe Meg's point of view?

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6. Below, list at least two words, phrases, or sentences from the text that convey Meg's point of view.

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7. Discuss this question with the group:

- How did Meg's point of view influence the way this event is described?

---

#### Day 4

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

1. Listen as your teacher rereads the excerpt from pages 37–38 of ***The Most Beautiful Roof in the World*** about the slingshot spider.
2. Use the notes you took yesterday on your task card to write a short paragraph on **lined paper** that explains how this section of dialogue conveys Meg's point of view.

Remember, an effective paragraph will have:

- A clear topic sentence
- Supporting details that include quotes from the text
- A concluding statement

3. If you have time, share your piece with a partner.

#### MORE CHALLENGE:

Use more than two pieces of evidence to support your focus.



**Additional Work with Complex Text****Unit 3, Week 1: Teacher-Guided Student Activity Card (A)****Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Daily Learning Targets**

- Days 2 and 4: I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

**Student Materials****Day 2:**

- ☒ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card

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

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

*Point of view:* the way the author tells what the characters see, think, and feel in a narrative

1.

- Discuss the point-of-view questions with the group.
- Then list a word, phrase, or sentence from the dialogue that shows James' point of view.

Point-of-view questions

a. What does James think when he is 87 feet high in the rainforest canopy?

---

b. How does James feel when he is 87 feet high in the rainforest canopy?

---

c. Describe James' point of view.

---

2. In pairs, discuss: How does James' point of view influence this event?

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



#### Daily Learning Targets

- Days 2 and 4: I can quote accurately from the text to support an inference about a character's point of view. (RL.5.1, RL.5.6, W.5.9)

#### Student Materials

##### Day 2:

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card

##### Day 2



Responses will vary, but may include the following.

1. Discuss these questions with the group:

What is James thinking as he climbs into the rainforest canopy for the first time? *It looks cool; there are many new things to see.*

*"Weird! Weird! Totally awesome."*

How does James feel on his first visit to the rainforest canopy? excited, amazed

*"A beetle. It's beautiful."*

*"... it's got this weird Darth Vader head on it."*

How would you describe James' point of view?

*A child's point of view—everything seems new and exciting.*

2. Reflect on this question with the group: How did James' point of view influence the way this event is described?

– *Descriptions show how new and unusual everything seems.*

– *Descriptions compare rainforest creatures to popular movie characters (beetle's head looks like Darth Vader).*

– *Dialogue is frequently punctuated with exclamation points.*

– *Words chosen sound like a young person—for example, "Totally awesome."*



1. Point-of-view questions

- a) What does James think when he is 87 feet high in the rainforest canopy?  
*Responses will vary, but may include: It looks cool. There are many new things to see. ("Oh man, oh man!" "Weird! Weird! Totally awesome.")*
- b) How does James feel when he is 87 feet high in the rainforest canopy?  
*Responses will vary, but may include: excited, amazed ("Oh man, oh man!" "It's beautiful.").*
- c) Describe James' point of view.  
*Responses will vary, but may include: A child's point of view—everything seems new and exciting, like a science-fiction comic or space adventure. ("... and it's got this weird Darth Vader head on it.")*

2. In pairs, discuss: How does James' point of view influence this event? Responses will vary, but may include:
- *Dialogue sounds like a young person—for example, "Totally awesome."*
  - *Dialogue is frequently punctuated with exclamation points.*
  - *Descriptions show how new and unusual everything seems.*
  - *Descriptions compare rainforest creatures to popular movie characters (beetle's head looks like Darth Vader).*

## Day 4



Responses will vary, but a sample response is provided below.

*In The Most Beautiful Roof in The World, Meg and her sons find an unusual spider that uses its web like a slingshot. In this situation, author Kathryn Lasky uses dialogue to convey Meg's point of view as a scientist. When James first notices the web moving, Meg is not excited; she calmly says that it is "the wind" that is moving the web. Meg has worked in the rainforest and has seen things like this before. She uses the most likely, logical explanation. Once they discover that the spider is actually pulling its web into a funnel for hunting, Meg plucks the spider and places it in a vial of alcohol. When the boys become upset that Meg has killed the spider, she explains, "But we have to take it back. I'm going to send it to the Smithsonian for identification." From Meg's point of view as a scientist, increasing knowledge of the rainforest is more important than the life of a single spider. Meg sees the spider through the eyes of a scientist, and the dialogue she has with her sons shows this point of view.*



## Reading and Speaking Fluency/GUM



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

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



#### Daily Learning Targets

- Days 2 and 4: I can describe the functions of conjunctions, prepositions, and interjections. (L.5.1a)

#### Student Materials

##### Day 2:

- ☒ Conjunctions, Prepositions, and Interjections memory cards (one set per pair)

##### Day 4:

- ☒ *The Most Beautiful Roof in the World*

#### Directions:

##### Day 2

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

Definitions:

**Interjection:** A word showing a sudden expression of emotion

**Conjunction:** A word joining words, phrases, clauses, or sentences

**Preposition:** A word that introduces information about when, where, how, and what kind

1. Pair up. Number yourselves player #1 and player #2. Each pair needs a set of Conjunctions, Prepositions, and Interjections memory cards.
2. Mix up the cards and place them face down.
3. Player #1 turn over a card and whisper read it aloud with player #2.
  - a. If the card is a Sentence card: Determine whether the underlined word(s) is a conjunction, a preposition, or an interjection. Underline interjections, circle prepositions, and draw a box around conjunctions.
  - b. If the card is a Function card: Play on.

4. Player #1: turn over another card and whisper read it aloud with player #2.
- a. If the card is a Sentence card: Determine whether the underlined word(s) is a conjunction, a preposition, or an interjection. Underline interjections, circle prepositions, and draw a box around conjunctions.
  - b. Is the card a Function card? Does the function describe the underlined word on the Sentence card? If it does this is a match! Player #1: keep the cards and play again. If they don't match, turn the cards back over in the same place.
5. Player #2 has a turn.
6. Keep playing until all the cards have gone. The winner is the player with the most cards. Play again!

Day 4

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

1. Working in pairs, reread page 33 of the *The Most Beautiful Roof in the World* and look for examples of interjections, conjunctions, and prepositions and record them and their function in the table below.

Sentence with conjunctions underlined, interjections circled, and a box around prepositions	Choose one of the conjunctions, interjections, or prepositions and describe the function of that word in the sentence.

Sentence with conjunctions underlined, interjections circled, and a box around prepositions	Choose one of the conjunctions, interjections, or prepositions and describe the function of that word in the sentence.



## Reading and Speaking Fluency/GUM



### Unit 3, Week 1, Day 2: Conjunctions, Prepositions, and Interjections Memory Cards

Sentence	Function
The car was parked behind the school.	Introduces information about where
Sentence	Function
I didn't do my homework, so my teacher was disappointed.	Joins together two independent clauses
Sentence	Function
"Wow! That is amazing!"	Shows a sudden expression of excitement
Sentence	Function
There is no school on Saturday.	Introduces information about when
Sentence	Function
"Yuck! That tastes disgusting!"	Shows a sudden expression of disgust
Sentence	Function
I read the book because I wanted to learn more.	Joins together two clauses and makes one dependent on the other
Sentence	Function
She runs through the school.	Introduces information about how





## Reading and Speaking Fluency/GUM



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

#### Day 2

Sentence The car was parked <u>behind</u> the school.	Function Introduces information about where
Sentence I didn't do my homework, <u>so</u> my teacher was disappointed.	Function Joins together two independent clauses
Sentence " <u>Wow!</u> That is amazing!"	Function Shows a sudden expression of excitement
Sentence We don't go to school <u>on</u> Saturday.	Function Introduces information about when
Sentence " <u>Yuck!</u> That tastes disgusting!"	Function Shows a sudden expression of disgust
Sentence I read the book <u>because</u> I wanted to learn more about the rainforest.	Function Joins together two clauses and makes one dependent on the other
Sentence She runs <u>through</u> the school.	Function Introduces information about how

#### Day 4

Sentence	Is the underlined word a conjunction, a preposition, or an interjection?	Describe the function of that word in the sentence.
" <u>Oh no</u> ! I forgot to lock the door!"	<i>Interjection</i>	<i>Shows a sudden expression of concern.</i>
School begins <u>at</u> 8am.	<i>Preposition</i>	<i>Introduces information about when.</i>
He wasn't hungry, <u>but</u> he still ate his lunch.	<i>Conjunction (coordinating)</i>	<i>Joins two independent clauses to show that they are related. We see that he ate his lunch even though he wasn't hungry.</i>
The spider is hiding <u>under</u> the leaf.	<i>Preposition</i>	<i>Introduces information about where.</i>
<u>Because</u> it looked like it might rain, she grabbed an umbrella before leaving.	<i>Conjunction (subordinating)</i>	<i>Joins two clauses, making one dependent on the other. We see why she grabbed the umbrella.</i>
" <u>Aha</u> ! I know the answer!"	<i>Interjection</i>	<i>Shows a sudden expression of excitement.</i>
I could read a book, <u>or</u> I could play soccer with my friends.	<i>Conjunction (coordinating)</i>	<i>Joins two independent clauses to show that they are related. The character is trying to decide what to do between two options.</i>
He lives <u>in</u> the city.	<i>Preposition</i>	<i>Introduces information about where.</i>
I read my book <u>while</u> he did his homework.	<i>Conjunction (subordinating)</i>	<i>Joins two clauses, making one dependent on the other and connects two ideas. We understand that both characters were doing different things at the same time.</i>
I am having a party <u>on</u> my birthday.	<i>Preposition</i>	<i>Introduces information about when.</i>
We drove <u>to</u> school.	<i>Preposition</i>	<i>Introduces information about where.</i>



## Writing Practice

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

- Day 1: I can identify dialogue in a narrative that slows down time and propels the action of the story forward. (W.5.3b, W.5.4, W.5.5, W.5.10)
- Day 3: I can identify places in a narrative that do not have dialogue and add dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10)

#### Teaching Notes

- On Day 1, students review how writers use dialogue to show the response of characters and to propel the action of a story forward. Using an excerpt from *The Most Beautiful Roof in the World* analyzed during the Additional Work with Complex Text component, students identify the dialogue used and explain how it propels the action of the story forward. Then students review the conventions of dialogue and practice writing a new sentence using correct conventions.
- On Day 3, students review how writers use dialogue to show the response of characters and to propel the action of a story forward. Using an excerpt from *The Most Beautiful Roof in the World* analyzed during the Additional Work with Complex Text component, students identify a part where dialogue is not used and substitute dialogue that propels the action of the story forward. Then students review the conventions of dialogue and practice editing a sentence for correct conventions.
- **Differentiation:**
  - Note that, as explained in the Unit Overview, 🏠 and 🌳 are grouped together to provide peer coaching opportunities.
  - Days 1 and 3: For students who require additional support, consider identifying the dialogue in their copies of the text and previewing the dialogue with students before the lesson. Consider allowing students to orally respond when annotating the example sentence for conventions of dialogue.
  - Days 1 and 3: Levels of Support: To provide heavier support, ask students to identify the dialogue in their copies of the text and preview the dialogue with students before the lesson. Consider allowing students to orally respond when annotating the example sentence for conventions of dialogue. Invite them to sketch the characters' inferred responses, thoughts, and feelings as you orally infer the responses, thoughts, and feelings.
  - 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 such as *another example*, *in addition to*, and *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 3, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in 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* (one per student)
- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)

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

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

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

- Invite students to take out their copy of *The Most Beautiful Roof in the World*, turn to page 33, and with a partner reread from “Oh man, oh man!” to “... Meg calls after them.” As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and review the learning target.

- Point out to students that this week they will be focusing on analyzing the dialogue in an excerpt from *The Most Beautiful Roof in the World* and applying what they have learned to their own writing. Tell them that today they will reread the excerpt and think about how the dialogue propels the action of the text forward. If necessary, review these terms.
- Invite students to reread the excerpt chorally aloud with you.
- Ask, and using a total participation technique, invite responses from the group:
 

***“What is the gist of this excerpt?” (The family is climbing, and James is excited to see amazing creatures that Meg says not to touch because they might be dangerous.)***
- If productive, cue students to provide evidence:
 

***“What, in the text, makes you think so?” (Responses will vary.)***
- Remind students that authors slow down time in a narrative when something interesting or relevant to the plot is happening, and that one way they do this is by adding dialogue. Explain that the dialogue can show what a character is feeling or thinking, how that character is responding to the situation, and propel the action of the story forward.
- Ask, and using a total participation technique, invite responses from the group:
 

***“How do you know where the dialogue is in this text?” (quotation marks; dialogue tags such as he said and she said)***
- Focus students on the dialogue in the first paragraph: “Oh man, oh man!” exclaims James.” and “Weird! Weird! Totally awesome.”
- Ask, and using a total participation technique, invite responses from the group:
 


***“What kind of language does James use? Formal—good for an informative essay? Or informal—good for conversation with friends?” (informal)***

***“What does oh man mean? Do we ever say oh woman? What do weird and totally awesome mean?” (Here, oh man means I am surprised or amazed or scared. We don’t say oh woman. Weird and totally awesome mean that James thinks the things he is seeing are surprising, amazing, and wonderful.)***

***“What does this reveal to you about James’ response to the situation?” (It tells us that James has never been up in the canopy before and that this is a new experience for him.)***
- Invite students to reread this paragraph without reading the dialogue, as if it weren’t there.
- Ask, and using a total participation technique, invite responses from the group:
 

***“What does the dialogue tell you that you wouldn’t know if the dialogue wasn’t there?” (It tells us that James is really excited and maybe a little scared to be so high up.)***

***“How does the dialogue propel the action of the story forward?” (James says something is weird and awesome. This propels the action forward because the reader is left wondering what he saw that was so weird and awesome.)***
- Emphasize that the use of dialogue in this situation shows the reader the character response rather than telling the reader this directly. We infer this information from the dialogue, which makes the reader think rather than if the text had said directly, “James was a little nervous and excited to be in the canopy.”
- Repeat, focusing students on the dialogue at the remainder of the section. Discuss what the dialogue reveals about the characters’ responses to the situation, and what it tells you that you wouldn’t know if it wasn’t there. Point out that again, the use of dialogue in this situation shows the reader the character response rather than telling the reader this directly.

-  Consider taking and displaying notes as you emphasize that:
  - Dialogue does not directly tell James' response; it indirectly shows James' response.
  - After the dialogue shows James' response, we make an inference.

Dialogue shows characters' responses, thoughts, and feelings.	We make an inference.
"Oh man, oh man!"	James is surprised, amazed, or scared—or all three.
"Weird! Weird! Totally awesome."	James is surprised, amazed, or scared—or all three.

- Point out that in both of these examples, the dialogue is necessary in propelling the action of the story forward—without the dialogue, the story would be confusing and the events would not make sense.
- Explain to students that as writers of narratives, they can check to see if the dialogue they have included is necessary by skipping it—if the story still makes sense, then you do not need the dialogue.
- Focus students on the Steps for Revising Dialogue on their activity cards and select a volunteer to read the steps aloud, providing models where helpful. Clarify the steps as needed, and tell students that they will revise their partner narratives using these steps on Day 2.
- Focus students on the Conventions of Dialogue on their activity cards and select volunteers to read each bullet point. Invite students to follow the directions on their activity card to annotate the conventions in the example sentence.
- Invite students to write a new sentence in response to the example sentence, imagining how a character would respond in a way to propel the action forward and using the correct conventions of dialogue.
- Select volunteers to share their sentences, pointing out the conventions of dialogue. Remind students that when they revise their writing on Day 2, they will need to be sure to use these conventions for any dialogue in their narratives.
- 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 3, 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 3, Week 2: Independent Reading: Student Task Card** and the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**.
- Remind students of the Supporting Peers anchor chart.



- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

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

- Invite students to take out their copy of *The Most Beautiful Roof in the World*, turn to page 33, and with a partner reread from “Oh man, oh man!” to “... Meg calls after them.” As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 3, 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 dialogue from an excerpt from *The Most Beautiful Roof in the World* and applying what they have learned to their own writing. Tell them that today they will reread the excerpt and continue thinking about how the dialogue propels the action of the text forward. If necessary, review these terms.
- Remind students that authors slow down time in a narrative when something interesting or relevant to the plot is happening, and that one way they do this is by adding dialogue. Explain that the dialogue can show what a character is feeling or thinking, how he or she is responding to the situation, and propel the action of the story forward.
- Ask, and using a total participation technique, invite responses from the group:
 

*“How do you know where the dialogue is in this text?” (quotation marks; phrases such as he said and she said)*
- Focus students on the fifth paragraph, starting with “At last they reach the walkway.” Point out that this paragraph does not include any dialogue, and that dialogue can be substituted instead in order to propel the action forward.
- Ask, and using a total participation technique, invite responses from the group:
 

*“How might the character respond in this situation? What might he or she say or think?” (Meg might comment on finding the pen she left behind; the boys might be annoyed about having to help number leaves because they are eager to keep climbing.)*

*“What would the character(s) be saying here to propel the action forward?” (Responses will vary; accept any reasonable dialogue that makes sense with the context of the excerpt and that propels the action forward.)*
- Emphasize that the use of dialogue in this situation will show the reader the character response rather than tell the reader this directly. We infer this information from the dialogue, which makes the reader think rather than if the text had said directly, “Meg finds a pen she had left behind and has them help her number a few leaves.”
- ▲ To emphasize “show, don’t tell” and making inferences, consider recording and displaying the dialogue that students produce. Example:
  - Dialogue does not directly tell the characters’ response; it indirectly shows the characters’ response.
  - After the dialogue shows the characters’ response, the reader makes an inference.

<i>Dialogue shows characters' responses, thoughts, and feelings.</i>	<i>The reader makes an inference.</i>
"Oh, man! Where's that pen I left behind?"	<i>Meg is frustrated and unsure where she put her pen.</i>
"Wait for me! Don't go out on that platform alone!"	<i>The boys' uncle is nervous and wants to help them.</i>

- Ask, and using a total participation technique, invite responses from the group:
 

*"How do readers figure out that Meg is frustrated or the boys' uncle is nervous?" (They make a guess or deduce based on textual evidence; they infer.)*

*"How does your dialogue propel the action of the story forward?" (It shows us that Meg is looking for her pen to number the leaves; it shows us that the uncle will help the boys.)*
- If productive, cue students with a challenge:
 

*Conversation Cue: "Can you figure out why writers show rather than tell? I'll give you time to think and discuss with a partner." (Responses will vary, but may include to make the reader think; to make the story more interesting.)*
- As a group, write several sentences of dialogue that can be substituted in the excerpt. Because of the creative nature of this activity, allow any reasonable responses when substituting dialogue in the excerpt. Point out and encourage the correct use of conventions of dialogue as the group works.
- Focus students on the Steps for Adding Dialogue on their activity cards and select a volunteer to read the steps aloud, providing models where helpful. Clarify the steps as needed, and tell students that they will revise their partner narratives using these steps on Day 4.
- Focus students on the Conventions of Dialogue on their activity cards and review each bullet point. Invite students to follow the directions on their activity card to correct the conventions in the example sentence.
- Remind students that when they revise their writing on Day 4, they will need to be sure to use these conventions for any dialogue they add to their narratives.
- 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 3, Week 2: Writing Practice: Student Task Card** and walk through the Day 4 tasks, providing models where helpful.





## Writing Practice



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

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



#### Daily Learning Targets

- Day 1: I can identify dialogue in a narrative that slows down time and propels the action of the story forward. (W.5.3b, W.5.4, W.5.5, W.5.10)
- Day 3: I can identify places in a narrative that do not have dialogue and add dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10)

#### Student Materials

##### Days 1 and 3:

- ☒ *The Most Beautiful Roof in the World* (one per student)

#### Directions:

##### Day 1

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

##### Steps for Revising Dialogue:

1. Underline the dialogue in your narrative. Trade narratives with a partner.
2. Read your partner's narrative.
3. Reread the first part of your partner's narrative that has dialogue, skipping over the underlined dialogue.
4. Ask yourself, "Is the action propelled forward if we skip over the dialogue?" If yes, mark this part of your partner's narrative for revision.
5. Repeat with each remaining piece of dialogue in the narrative.
6. Trade narratives back and explain the feedback to the writer.
7. Revise based on your partner's feedback, changing or removing dialogue that does not propel the action forward. Follow the conventions of dialogue.

##### Conventions of Dialogue:

- Quotation marks around the actual words the character said
- Comma at the end of speech when the sentence isn't finished

- Comma before speech to show speech is coming
- Punctuation (period, comma, exclamation mark, etc.) within the quotation marks
- Capital letter at the beginning of the words that were spoken
- Indentations are used when a different character is speaking.

Directions: Annotate the sentence on the next page for the conventions of dialogue.

1. Circle the quotation marks.
2. Trace over the capital letter at the beginning of the words that are spoken and the punctuation at the end of the speech.
3. Underline the dialogue tag, if the writer included one.

Example sentence:

"Don't touch the tarantula," Meg calls after them.

Source:

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

Imagine how a character would respond to the example sentence. Write a sentence that another character would say in response to the example, in a way that propels the action forward. Be sure to follow the correct conventions of dialogue.

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**Day 3**

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

Steps for Adding Dialogue:

1. Underline a part of your narrative that does not have dialogue.
2. Ask yourself, "What would the character(s) say here to propel the action forward?"
3. Revise your narrative by adding dialogue.

Conventions of Dialogue:

- Quotation marks around the actual words the character said
- Comma at the end of speech when the sentence isn't finished
- Comma before speech to show speech is coming
- Punctuation (period, comma, exclamation mark, etc.) within the quotation marks
- Capital letter at the beginning of the words that were spoken
- New paragraphs are started when a different character is speaking.

Directions: Read the sentence below and edit it for correct use of the conventions of dialogue.

Example sentence:

"oh look." Meg noticed? I left a pen behind."



## Writing Practice



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



#### Daily Learning Targets

- Day 1: I can identify dialogue in a narrative that slows down time and propels the action of the story forward. (W.5.3b, W.5.4, W.5.5, W.5.10)
- Day 3: I can identify places in a narrative that do not have dialogue and add dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10)

#### Student Materials

##### Days 1 and 3:

- ☒ *The Most Beautiful Roof in the World* (one per student)

#### Day 1

**Directions:** Annotate the sentence below for the conventions of dialogue.

1. Circle the quotation marks.
2. Make bold the capital letter at the beginning of the words that are spoken and the punctuation at the end of the speech.
3. Underline the dialogue tag, if the writer included one.

Example sentence:

"Don't touch the tarantula," Meg calls after them. (Note: Quotation marks would be circled.)

Now, imagine how a character would respond to the example sentence. Write a sentence that another character would say in response to the example, in a way that propels the action forward. Be sure to follow the correct conventions of dialogue.

*Responses will vary.*

#### Day 3

**Directions:** Read the sentence below and edit it for correct use of the conventions of dialogue.

Example sentence:

"oh look." Meg noticed? I left a pen behind."

"oho look," Meg noticed. "I left a pen behind."



## Word Study and Vocabulary



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

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



### Daily Learning Targets

- Day 1: I can determine a word from a description of the meaning. (L.5.4)
- Day 3: I can use an academic vocabulary word in context. (L.5.6)

### Student Materials

#### Day 1:

- ☒ Team Game Words (one set per group)

#### Day 3:

- ☒ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

### Directions:

#### Day 1

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

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 roots for this week are:
  - **aud/audi** (Latin)
  - **log/logos/logue** (Greek)

Some students will be working with the suffixes:

- **-ive** (Latin)
- **-ence** (Latin)

#### Preparing for the game:

- Divide the component group equally into two teams—Team A and Team B—and move to sit together in those teams.
- Each team has 7 minutes to prepare for the game. Timekeeper sets the timer.
- Team A, take the Team A *-ive* words, and Team B, take the Team B *-ence* words.
- Read through the words in your team and discuss the meaning of each. Where you don't know the meaning, use a dictionary to help you.

- Each student in the group: choose one word. You are going to describe that word to the other team in 20 seconds or less without actually saying the word. The point of the game is to make the other team guess the word, so spend some time figuring out how you are going to describe it.
- Share your descriptions of your words in your team and refine them (make them better) before playing.
- When the 7-minute timer goes off, prepare to play. Ensure the other team can see your word list.

### Playing the game:

- Team A will go first. Timekeeper sets the clock for 20 seconds.
- One player from Team A describes the word without saying the word itself until the timer goes off. Team B listens silently.
- Once the 20 seconds are up, members of Team B have to make a guess about which word it was. They have only one guess! If they are able to guess, they score a point.
- Repeat with a player from Team B, with Team A guessing the answer.
- Repeat with a word from the *aud/audi* and *log/logos/logue* lists.
- Go back and repeat with two new words from the *-ive* and *-ence* lists.
- Switch back and forth between lists, working through as many words as possible in the time.

### 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 (**audience** or **narrative**).
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:

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## Word Study and Vocabulary



### Unit 3, Week 2, Day 1: Team Game Words

#### Team A -ive words

**Narrative**

**Effective**

**Informative**

#### Team B -ence words

**Experience**

**Sequence**

**Evidence**

#### Team A aud/audi words

**Audience**

**Auditorium**

**Audition**

**Audit**

**Audiovisual**

**Audible**

**Auditory**

#### Team B log/logos/logue words

**Prologue**

**Apology**

**Dialogue**

**Eulogy**

**Monologue**

**Logic**

**Catalog**



## Word Study and Vocabulary



### Unit 3, Week 2, Day 1: Student Task Card (Answers, for Teacher Reference)



#### Daily Learning Targets

- Day 1: I can determine a word from a description of the meaning. (L.5.4)
- Day 3: I can use an academic vocabulary word in context. (L.5.6)

#### Student Materials

##### Day 1:

- ☒ Team Game Words (one set per group)

##### Day 3:

- ☒ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card

#### Day 1

*Responses will vary, but suggestions may include:*

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





## Independent Reading



### Unit 3, 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.

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### 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.
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### Day 4

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

#### Text Share:

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

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

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



## Word Study and Vocabulary

### Unit 3, Week 2: Teacher Guide



#### Daily Learning Targets

##### Day 2:

- ■ ■ ■ : I can analyze the meaning of an academic vocabulary word with the root *aud/audi*. (L.5.4b)
- ▲ : I can analyze the meaning of an academic vocabulary word with the suffix *-ive*. (L.5.4b)

##### Day 4:

- ■ ■ ■ : I can analyze the meaning of an academic vocabulary word with the root *log/logos/logue*. (L.5.4b)
- ▲ : I can analyze the meaning of an academic vocabulary word with the suffix *-ence*. (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 word and how to use it. The process followed for the ■ ■ ■ ■ groups is the same on both days; however, when in small groups the instruction for ▲ students is different on both days.
- **Differentiation:**
  - The Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated. Note that, as explained in the Unit Overview, ■ 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 3, Week 2: Writing Practice: Student Task Card (one per student)
- ✓ Unit 3, 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 3, Week 2: Word Study and Vocabulary: Student Task Card (from Day 1; one per student and one to display)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- ✓ Chart paper (optional; one piece)
- ✓ Affix List (from Module 1 lessons)
- ✓ 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)

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

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

***“What is the meaning of techniques?” (ways of doing a task, especially writing or another art; tools, methods, strategies)***

- Invite students to place a finger on the word *narrative* 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 (*jìxùwén* in Mandarin).

***“Do you see a root in the word that can help you figure out the meaning? Do you know a word similar to narrative?” (narr-/narrat-; narrator)***

***“What is the meaning of -ive?” (having to do with; connected with)***

- Invite students to use the chart on the activity card to break down the word into the root and the suffix using their Affix List, distributed in Module 1.

***“What is the meaning of narrative?” (having to do with a written account of a sequence of events; having to do with a story)***

***“So, what are narrative techniques?” (ways of writing a story)***

***“In narrative techniques, narrative is an adjective describing a type of technique. What happens if I remove techniques?” (Narrative becomes a noun; the noun form is the same as the adjective form. \*Note: Some would consider narrative to be a noun as part of the compound word narrative techniques.)***

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

***“Why does the sentence say such as?” (to introduce examples; to say that what comes next are some examples)***

***“Examples of what? How do you know?” (narrative techniques; such as comes right after narrative techniques, inserted within commas)***

***“What is one example of a narrative technique?” (dialogue)***

***“Place your finger on the word to in to show. Why does the sentence say to?” (to introduce a reason or a purpose; to say that what comes next will be a reason or purpose)***

***“To introduce a reason or purpose for what?” (a reason or purpose for using narrative techniques)***

***“So, what is a reason or purpose for using narrative techniques?” (to show what characters are doing, thinking, and feeling; to show how they respond to situations)***

***“How can you say this in a different way, using your own words?” (the ways people act after something happens or someone does something; a reaction to an event)***

***“So, how can we show what characters are doing, thinking, and feeling and how they respond to situations?” (use narrative techniques such as dialogue)***

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

***Conversation Cue: “Can you give another example of a narrative technique?” (Responses will vary.)***

- Guide students in completing their activity card, providing as much or as little support as necessary.



- Turn and Talk:

*“Based on your understanding so far, how would you rephrase this sentence?” (When we’re writing a narrative, we can use techniques to show what a character is doing, thinking, or feeling, or would do, think, or feel.)*

- 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 3, 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 3, 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 3, 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 the board or on chart paper. Remind students they analyzed this sentence on Day 2.
  - Turn and Talk:
 

*“Based on your work with the vocabulary and the sentences you wrote on Days 2 and 3, what is the gist of this sentence? How has your understanding of the sentence changed since you first read it on Day 2?” (Responses will vary.)*
  - Where possible, clear up any confusion, in particular about the portion of the sentence through *respond to situations*.
  - Turn and Talk:
 

*“Can you break this sentence into two or more sentences?” (Responses will vary, but may include: The writer uses narrative techniques to show what characters are doing, thinking, and feeling and how they respond to situations. The writer uses narrative techniques to help the reader imagine experiences or events. Some examples of narrative techniques are dialogue, description, and pacing.)*
  - Invite students to place a finger on the phrase *and to help the reader imagine experiences or events* and invite students to read it aloud chorally with you.

- Turn and Talk:
  - “What helps the reader imagine experiences or events?” (to introduce examples; to say that what comes next are some examples)*
- Invite students to underline the conjunction in the phrase.
- Turn and Talk:
  - “What is the function of the conjunction?” (and; to join together two or more phrases related to the same idea)*
  - “What ideas does and join together in this sentence? (It joins all of the reasons for using narrative techniques: showing what characters are doing, thinking, and feeling, and how they respond, helping the reader imagine.)*
  - “Can you underline the word in this phrase that the writer uses to introduce a purpose or a reason?” (to)*
  - “What is the purpose or reason the writer introduces after to in this phrase?” (helping the reader imagine experiences or events)*
  - “So, in this sentence, what are all of the purposes or reasons for using narrative techniques?” (to show what characters are doing, thinking, and feeling and how they respond to situations, and to help the reader imagine experiences or events)*
- Invite students to place a finger on the word *experiences* and to read it aloud chorally with you.
- Turn and Talk:
  - “What is the translation of experiences in our home languages?” (los experiencias in Spanish)*
- 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:
  - “What is the meaning of the suffix -ence?” (It helps form nouns that show a quality of or example of.)*
  - “So, what part of speech does the -ence suffix make?” (a noun; but many nouns are now also used as verbs, such as experience)*
  - “Why is there an -s after -ence?” (to show plural, more than one experience)*
  - “So, what is the meaning of experiences in this phrase?” (It’s a noun that shows the quality of trying and understanding something; gaining knowledge or skill about something.)*
- Invite students to use the chart on the activity card to break down the word into the root and the suffix using their Affix List, distributed in Module 1.
- Turn and Talk:
  - “Now what do you think is the gist of this sentence?” (When we’re writing a narrative, we can use techniques to show what a character is doing, thinking, or feeling, or would do, think, or feel, and to paint a picture for the reader of an experience or event.)*
- 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 3, Week 2: Teacher-Guided Student Activity Card (■●◆)

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



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the root *aud/audi*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *log/logos/*  
*logue*. (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.

The audience for my first person perspective narrative is students in Grade 5 and above.

The word is **"audience."**

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

Prefix	Root	Suffix	Definition of Root

2. What are some words with the same root?

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

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4. Use this word in a sentence:

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5. Complete the Frayer Model for this word:

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

**audience**

#### Day 4

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

My first person perspective narrative contains dialogue to show how the character responds to a problem.

The word is **"dialogue."**

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

Prefix	Root	Suffix	Definition of Root

2. What are some words with the same root?

---

---

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

---

---

4. Use this word in a sentence:

---

---

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---

5. Complete the Frayer Model for this word:

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

**dialogue**



## Word Study and Vocabulary



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

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



#### Daily Learning Targets

- Day 2: I can analyze the meaning of an academic vocabulary word with the root *-struct*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the suffix *-ence*. (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.

*Uses narrative techniques, such as dialogue, description, and pacing, to show what characters are doing, thinking, and feeling and how they respond to situations, and to help the reader imagine experiences or events.*

Source: "Performance Task anchor chart." December 2015. New York City: EL Education.

The word is **"narrative."**

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

Root	Suffix	Definition of Suffix
		-ive means

2. Complete the sentence organizer.

<u>narrative techniques</u>	<u>such as</u> > examples:
	<u>to</u> > reason or purpose:

3. Complete the Vocabulary Grid for the word **narrative**:

<b>Sketch</b>	<b>Showing sentences</b> - - - - - (Hint: Check Narrative Writing Checklist and Tracking Progress: Narrative Writing.)
<b>Translation, Cognates, and Pronunciation</b>	<b>Collocations</b> - - - - - (Hint: Check an online collocation dictionary.)

<b>Definition in your own words</b>	<b>Words with the same affix</b>
	- _____ive
	- _____ive
	<b>Words with the same root</b>
	- _____
	- _____



**Day 4**

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

*Uses narrative techniques, such as dialogue, description, and pacing, to show what characters are doing, thinking, and feeling and how they respond to situations, and to help the reader imagine experiences or events.*

Source: "Performance Task anchor chart." December 2015. New York City: EL Education.

The word is **"experiences."**

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

Root	Suffix #1	Suffix #2	Definition of Suffix #1
			-ence means

2. Complete the Vocabulary Grid for the word **experiences**:

<b>Sketch</b>	<b>Showing sentences</b> - - - - - (Hint: Check Tracking Progress: Narrative Writing and the final page of <i>The Most Beautiful Roof in the World</i> .)
<b>Translation, Cognates, and Pronunciation</b>	<b>Collocations</b> - - - - (Hint: Check an online collocation dictionary.)

<b>Definition in your own words</b>	<b>Words with the same affix</b>
	- _____ence
	- _____ence
	<b>Words with the same root</b>
	- _____
	- _____



## Word Study and Vocabulary



### Unit 3, 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 *aud/audi*. (L.5.4b)
- Day 4: I can analyze the meaning of an academic vocabulary word with the root *log/logos/logue*. (L.5.4b)

#### Student Materials

##### Days 2 and 4:

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

#### Day 2

1.

Prefix	Root	Suffix	Definition of Suffix
	<i>aud/audi</i>	<i>ience/ence</i>	<i>aud/audi</i> means "hear" or "listen"

2. Responses will vary, but may include: *auditory, audible, audit, auditorium*.

3. Responses will vary, but may include: *excellence, persistence, absence, existence*.

4. Responses will vary, but may include: *The audience applauded at the end of the play.*

5.

<p><b>Definition</b> in your own words. If there are multiple definitions, record as many as you know:</p> <ul style="list-style-type: none"> <li>- The people who will read a text</li> <li>- People who go to watch a public event like a show or a music concert</li> </ul>	<p><b>Facts/Characteristics</b></p> <p>Responses will vary, but may include:</p> <ul style="list-style-type: none"> <li>- People who read, watch, or listen to something</li> <li>- Could be specific—for example, an age group like Grade 5</li> </ul>
<p><b>Examples</b></p> <p>Responses will vary. Suggestions include:</p> <ul style="list-style-type: none"> <li>- The people who read a text</li> <li>- An audience at a music performance</li> <li>- An audience at a play</li> </ul>	<p><b>Non-Examples</b></p> <p>Responses will vary. Suggestions include:</p> <ul style="list-style-type: none"> <li>- Performing to an empty room</li> <li>- A text that is never read by anyone</li> </ul>

audience

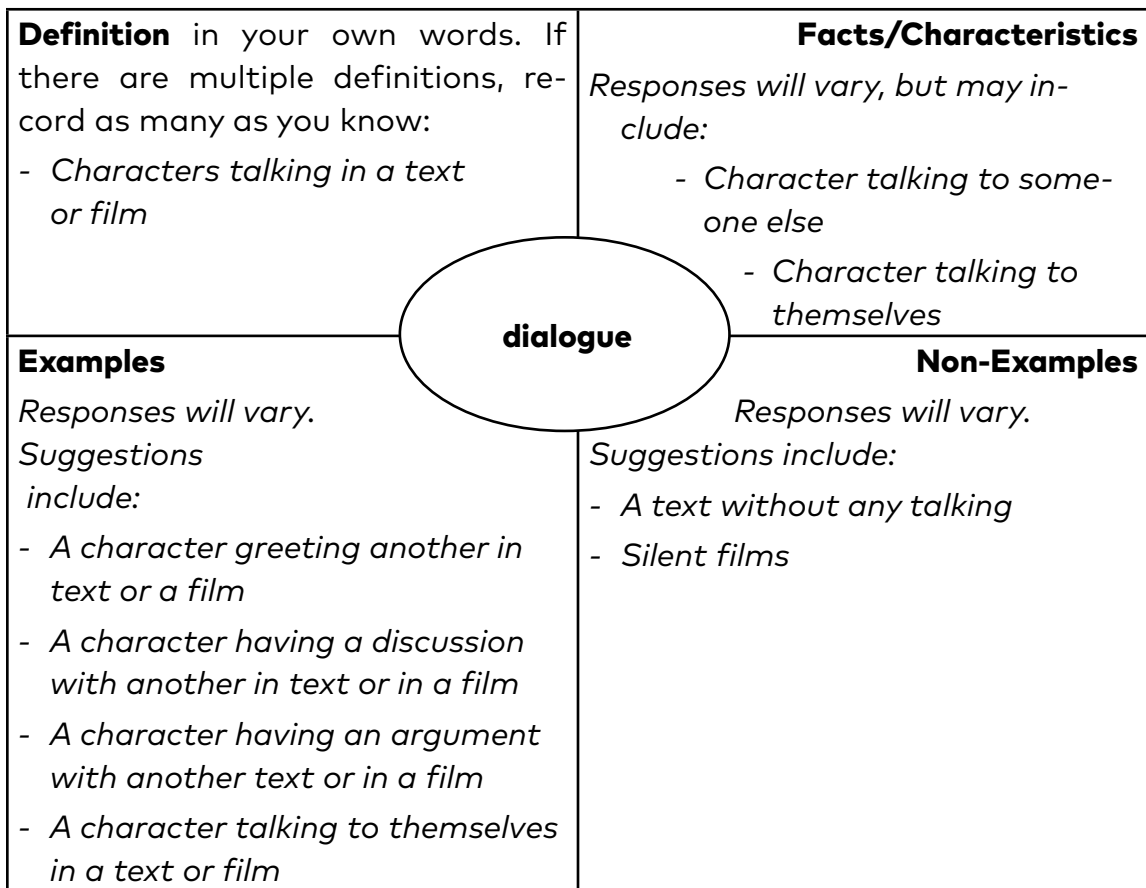
#### Day 4

1.

Prefix	Root	Suffix	Definition of Affix
dia	logue		logue means "word" or "study"

- Responses will vary, but may include: catalogue, prologue, monologue, epilogue.
- Responses will vary, but may include: diabetic, diabolical, diagnose, diagonal.
- Responses will vary, but may include: The dialogue showed the characters' response to the situation.

5.





## Word Study and Vocabulary



### Unit 3, Week 2: Teacher-Guided Student Activity Card (A) (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 suffix *-ence*. (L.5.4b)

#### Student Materials

##### Days 2 and 4:

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

#### Day 2

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

Prefix	Root	Suffix	Definition of Suffix
<i>narr-/narrat-</i>	<i>-ive</i>	<i>-ive means hav- ing to do with; connected with</i>	<i>aud/audi means "hear" or "listen"</i>

2. Complete the sentence organizer:

<u>narrative techniques</u>	<u>such as</u> > examples: dialogue, description, and pacing
	<u>to</u> > reason or purpose: show what characters are doing, thinking, and feeling and how they respond to situations; help the reader imagine experiences or events.

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

<p><b>Sketch</b></p> <p><i>a sketch showing a book or someone writing a book or telling a story</i></p>	<p><b>Showing sentences</b></p> <ul style="list-style-type: none"> <li>- "The events in my narrative are clear and connected." (Narrative Writing Checklist W.5.3a)</li> <li>- "My narrative has a central problem." (Tracking Progress Narrative Writing W.5.3a)</li> <li>- Shaniqua introduced a character called Blade in her narrative. (Diego, personal communication, February 12)</li> <li>- (Hint: Check Narrative Writing Checklist and Tracking Progress: Narrative Writing.)</li> <li>- Translation, Cognates, and Pronunciation</li> </ul>
<p><b>Translation, Cognates, and Pronunciation</b></p> <p>記敘文 <i>NeIR-rət-tiv</i></p>	<p><b>Collocations</b></p> <ul style="list-style-type: none"> <li>- narrative technique</li> <li>- coherent narrative</li> <li>- first-person narrative</li> <li>-</li> </ul>
<p><b>Definition in your own words</b></p> <p><i>Something to do with a story</i></p>	<p><b>Words with the same affix</b></p> <ul style="list-style-type: none"> <li>- informative</li> <li>- effective</li> </ul> <p><b>Words with the same root</b></p> <ul style="list-style-type: none"> <li>- narrator</li> <li>- narrate</li> </ul>

### Day 4

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

Root	Suffix #1	Suffix #2	Definition of Suffix
<i>experi (ex+per)</i>	<i>-ence</i>	<i>-s</i>	<i>-ence means showing a quality or example of</i>

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

<b>Sketch</b> <i>a sketch showing a person on an adventure having experiences, or an older, wiser person having gained from his or her experiences</i>	<b>Showing sentences</b> <ul style="list-style-type: none"> <li>- "Were Harriet Tubman's experiences so different from her own?" (The Most Beautiful Roof in the World. <a href="https://itun.es/us/1j1LO.l">https://itun.es/us/1j1LO.l</a>)</li> <li>- "I include sensory details and choose words carefully to help the reader imagine experiences or events." (Tracking Progress Narrative Writing L.5.3a)</li> <li>- (Hint: Check Tracking Progress: Narrative Writing and the final page of <i>The Most Beautiful Roof in the World</i>.)</li> </ul>
<b>Translation, Cognates, and Pronunciation</b> <i>los experiencias</i> <i>experiencias</i> <i>ex-PEER-ee-nc</i>	<b>Collocations</b> <ul style="list-style-type: none"> <li>- <i>considerable experiences</i></li> <li>- <i>sensory experiences</i></li> <li>- <i>have experiences</i></li> <li>- (Hint: Check an online collocation dictionary.)</li> </ul>
<b>Definition in your own words</b> <i>A try or a test or some knowledge or skills</i>	<b>Words with the same affix</b> <ul style="list-style-type: none"> <li>- <i>evidence</i></li> <li>- <i>sequence</i></li> </ul> <b>Words with the same root</b> <ul style="list-style-type: none"> <li>- <i>experienced</i></li> <li>- <i>experiment</i></li> </ul>





## Writing Practice



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

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



### Daily Learning Targets

- Days 2 and 4: I can revise my narrative to slow down time with dialogue that propels the action forward. (W.5.3b, W.5.4, W.5.5, W.5.10)

### Student Materials

#### Days 2 and 4:

- ☒ Partner narrative drafts (from Lesson 2 module lesson)
- ☒ Narrative Planning Graphic Organizer: Partner Narrative (from Lesson 2 module lesson)
- ☒ *The Most Beautiful Roof in the World*

### Directions:

#### Day 2

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

1. Follow these steps to revise dialogue in your narrative:

#### Steps for Revising Dialogue:

1. Underline the dialogue in your narrative. Trade narratives with a partner.
2. Read your partner's narrative.
3. Reread the first part of your partner's narrative that has dialogue, skipping over the underlined dialogue.
4. Ask yourself, "Is the action propelled forward if we skip over the dialogue? Can I still understand what is going on in the story if the dialogue is missing?" If yes, mark this part of your partner's narrative for revision.
5. Repeat with each remaining piece of dialogue in the narrative.
6. Trade narratives back and explain the feedback to the writer.
7. Revise based on your partner's feedback, changing or removing dialogue that does not propel the action forward. Follow the conventions of dialogue.

2. Find a new partner and follow the Steps for Revising Dialogue to revise your partner narrative drafts. Try to work for the entire 10 minutes, and refer to the Conventions of Dialogue, your Narrative Planning Graphic Organizer: Partner Narrative, and *The Most Beautiful Roof in the World* as you work.

Conventions of Dialogue:

- Quotation marks around the actual words the character said
- Comma at the end of speech when the sentence isn't finished
- Comma before speech to show speech is coming
- Punctuation (period, comma, exclamation mark, etc.) within the quotation marks
- Capital letter at the beginning of the words that were spoken
- New paragraphs are started when a different character is speaking.

#### Day 4

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

1. Follow these steps to revise dialogue in your narrative:

Steps for Adding Dialogue:

- a. Underline a part of your narrative that does not have dialogue.
- b. Ask yourself, "What would the character(s) say here to propel the action forward? How might the character respond in this situation? What might he or she say or think?"
- c. Revise your narrative by adding dialogue.

2. Follow the Steps for Adding Dialogue to revise your partner narrative drafts. Try to work for the entire 11 minutes, and refer to the Conventions of Dialogue, your Narrative Planning Graphic Organizer: Partner Narrative, and *The Most Beautiful Roof in the World* as you work.

Conventions of Dialogue:

- a. Quotation marks around the actual words the character said
- b. Comma at the end of speech when the sentence isn't finished
- c. Comma before speech to show speech is coming
- d. Punctuation (period, comma, exclamation mark, etc.) within the quotation marks
- e. Capital letter at the beginning of the words that were spoken
- f. New paragraphs are started when a different character is speaking.