

Education
Language Arts

Grade 5: Module 3 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)

Additional Language and Literacy Block

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

The ALL Block for each unit contains the following:

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

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

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

ALL 5M3 UNIT 3 OVERVIEW


Reading and Speaking Fluency/GUM
RF.5.4

- Students practice reading aloud their This I Believe essays from Unit 2, Week 2: Writing Practice. They self-assess their fluency, set goals, and consider tone and key words when they read their essays aloud.
- *ELLs complete the same activities as other students with an additional Mini Language Dive.*
- Suggested student grouping for teacher-guided instruction: group 1 ●▲, group 2 ■, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Additional Work with Complex Text
RI.5.1, RI.5.4, L.5.1,
L.5.4, L.5.6

- Students work with excerpts from “Jim Abbott” to better understand the domain-specific vocabulary and the factors for Jim Abbott’s success. All students participate in a Language Dive on Day 4.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Independent Reading
RL.5.2, RL.5.10, RI.5.2,
RI.5.8, RI.5.10, SL.5.1

- Students read both research texts (on topics related to athletes as leaders of social change) and free choice texts (on any topic of their interest). They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*


Writing Practice
W.5.2

- Students write an informative essay to explain the factors for their own personal success.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)


Word Study and Vocabulary
RF.5.3a, L.5.4b, L.5.6

- Students analyze two academic vocabulary words (*impressive* and *communications*) and their affixes (using Vocabulary Trees).
- *ELLs complete the same activities as other students with additional Mini Language Dives.*
- Suggested grouping: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

ALL 5M3 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students identify the criteria they will need in order to read aloud a personal essay fluently. They set goals for the week.</p> <p>Learning Target: I can set a reading fluency goal. (RF.5.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card 	<p>Additional Work with Complex Text</p> <p>Overview: All students follow a task card to reread an excerpt from the text about Jim Abbott. They use a variety of strategies to determine the meaning of domain-specific vocabulary.</p> <p>Learning Target: I can determine the meaning of domain-specific vocabulary. (RI.5.4, L.5.4) <i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 minutes. (RI.5.10) <i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Independent Reading: Student Task Card
Lesson 3 ALL Block: Week 1, Day 2	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, all students gain a deeper understanding of the domain-specific vocabulary in the text, specifically the words <i>bunt</i> and <i>no-hitter</i>.</p> <p>Learning Target: I can use my understanding of domain-specific vocabulary to better understand a text. (RI.5.4, L.5.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students follow a task card to practice reading their personal essays aloud. They provide feedback to partners based on the goals set on Day 1.</p> <p>Learning Target: I can critique my partner's fluency and provide kind, helpful, and specific feedback based on his or her fluency goals. (RF.5.4) <i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 minutes. (RI.5.10) <i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

ALL 5M3 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 4 ALL Block: Week 1, Day 3	Reading and Speaking Fluency/GUM Overview: With teacher guidance, all students learn how to consider tone and emphasize key words when reading personal essays aloud. They then apply this skill to read their personal essays more fluently. Learning Target: I can consider tone when reading a personal essay aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: All students follow a task card to identify evidence for the factors that contributed to Jim Abbott's success as a leader of social change. Learning Target: I can identify the factors that contributed to Jim Abbott's success as a leader of social change using specific information in the text. (RI.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a prompt. Learning Target: I can describe how parts of my text are related. (RI.5.8, RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 5 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students participate in a Language Dive to learn how to use the word <i>however</i> to signal contrast. This supports student writing in the Unit 3 module lessons and in Unit 3, Week 2: Writing Practice, in which students write an informative essay on the factors for their own success. Learning Targets: I can understand and use complex English language structures. (L.5.1) I can understand and use the academic word <i>however</i> to signal contrast. (L.5.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> • Language Dive Guide: "Jim Abbott" • Language Dive Chunk Chart: "Jim Abbott" • Language Dive Sentence Strip Chunks: "Jim Abbott" 	Reading and Speaking Fluency/GUM Overview: Students follow a task card to read/perform their fluency passages aloud to a small group, one-by-one. They then reflect on how their beliefs have been clarified through this exercise. Learning Targets: I can read a passage aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Research Share with the whole group. Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

ALL 5M3 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 6	FLEX DAY Use this day to meet the needs of your students. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
Lesson 7 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, all students brainstorm and plan an informative essay that explains the factors for success in their own lives. Learning Target: I can plan an informative essay that explains which factors for success contribute to my own success. (W.5.2) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Writing Practice: Teacher Guide Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card 	Word Study and Vocabulary Overview: All students follow a task card to play a game with words that end in <i>-ive</i> , <i>-itive</i> , and <i>-ative</i> . Learning Target: I can practice using words that end in <i>-ive</i> , <i>-itive</i> , and <i>-ative</i> . (L.5.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Student Task Card What Am I? word cards 	Independent Reading Overview: All students follow a task card to independently read and log their reading. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Independent Reading: Student Task Card

(continued)

ALL 5M3 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 2, Day 2	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>impressive</i> with a focus on the suffix <i>-ive</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Reading Foundations Skills Block program. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix -ive. (RF.5.3a, L.5.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲). 	Writing Practice Overview: All students write their informative essay and build stamina in writing fluency. Learning Target: I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Writing Practice: Student Task Card 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 12 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 9 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, all students continue to write their informative essays and build stamina in writing fluency. Students who are ready can revise their essays. Learning Target: I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Additional Ideas for Revision (●◆▲) 	Word Study and Vocabulary Overview: All students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context. Learning Target: I can use an academic vocabulary word in context. (L.5.6) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to read and respond to a reading prompt. Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

ALL 5M3 UNIT 3 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10 ALL Block: Week 2, Day 4	Word Study and Vocabulary Overview: With teacher guidance, students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>communications</i> with a focus on the prefix <i>con-</i> , <i>com-</i> , or <i>co-</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Reading Foundations Skills Block program. Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix <i>con-</i>, <i>com-</i>, or <i>co-</i>. (RF.5.3a, L.5.4b) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including an additional Mini Language Dive.</i> Printed Materials: N/A	Writing Practice Overview: Students follow a task card to complete their informative essay and build stamina in writing fluency. Students who are ready can revise their essays. Learning Target: I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to participate in a Text Share within the group. Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.2/RI.5.2, RL.5.10/RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 11	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.		
Lesson 12	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can set a reading fluency goal. (RF.5.4)

Day 3

- I can consider tone when reading a personal essay aloud fluently. (RF.5.4)

Teaching Notes

- On Day 1, students set a goal for reading their This I Believe essays aloud. Note: You will model reading fluency with Jackie Robinson’s essay, “This I Believe: Free Minds and Hearts at Work.” If you wrote a model This I Believe essay in Unit 2, Week 2: Writing Practice, consider using it as a model throughout this component instead.
- On Day 3, students review through teacher modeling how to use appropriate tone and emphasize different words while reading. Students apply this to improve the reading fluency of their personal essays. Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their personal essays.
- **Differentiation:**
 - Day 1: If students are uncomfortable reading their personal essays aloud to the group, they may choose to read an excerpt of Jackie Robinson’s “This I Believe: Free Minds and Hearts at Work” or of the This I Believe essay shared in Unit 2, Week 2: Writing Practice.
 - Day 3: Each student will read his or her own essay.
- **In advance:**
 - Day 1:
 - Choose one or two paragraphs from “This I Believe: Free Minds and Hearts at Work” to read aloud.
 - Prepare technology necessary to play the audio recording: “This I Believe: Free Minds and Hearts at Work.” Robinson, Jackie. “Free Minds and Hearts at Work.” This I Believe, 1952. NPR. Web. Accessed on 16 Sept. 2016.
<<http://www.npr.org/templates/story/story.php?storyId=89030535>>
 - Day 3: Choose a section of “This I Believe: Free Minds and Hearts at Work” to read aloud to students. Underline a few words or phrases in the essay to emphasize as you read. Choose words or phrases that are central to the theme of the text or that are particularly well said.
 - Prepare materials for independent student groups.

Materials

Day 1

- ✓ Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 1 ALL; one per student)
- ✓ This I Believe essay (students' own; completed in Unit 2, Week 2: Writing Practice; one per student)
- ✓ "This I Believe: Free Minds and Hearts at Work" (audio recording; play in entirety; see Teaching Notes)
- ✓ "This I Believe: Free Minds and Hearts at Work" (essay; one to display)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ✓ This I Believe essay (students' own; completed in Unit 2, Week 2: Writing Practice; one per student)
- ✓ "This I Believe: Free Minds and Hearts at Work" (new copy of the essay; pre-marked, see Teaching Notes; one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **Fluency Self-Assessment Checklist**, and briefly review each criterion.
- Invite students to retrieve their **This I Believe essays**. Share with students that their essay will be their fluency passage this week, and they will read it aloud to a small group on Day 4.
- Invite students to complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share out their ideas for step 1. Tell them they will now have an opportunity to see which of the criteria from the Fluency Self-Assessment Checklist Jackie Robinson meets as he reads his This I Believe essay aloud.
- Play the audio recording "**This I Believe: Free Minds and Hearts at Work**" and invite students to complete step 2.
- After a few minutes, use a total participation technique to invite responses from the group.
- Invite students to highlight the following focus criteria for this week:
 - "I can use the appropriate tone to express the author's meaning."
 - "I can read at a speed that is appropriate for the piece."
- Read the previously chosen paragraph(s) from the essay "**This I Believe: Free Minds and Hearts at Work**" twice, making intentional mistakes on tone and speed on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed "fluent" to them.
- Guide students through setting a goal. They can work on additional criteria, but they should work on at least tone and speed.
 - ▲ Consider a simple sentence frame such as: "My goal is _____. I will achieve it by _____."

- If time permits, invite students to tell their goals to a partner and/or begin whisper reading to themselves.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 2's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their This I Believe essay.
- Invite students to retrieve their **This I Believe essay** and remind them that this week one of the focus criteria is:
 - “I can use the appropriate tone to express the author’s meaning.”
- Ask:
 - “How would you describe Jackie Robinson’s tone when he read his This I Believe essay? (confident and self-assured)”**
 - “What tone of voice do you think would best express the meaning behind your This I Believe essay? Why?” (Responses will vary, but may include: a passionate, confident tone.)**
- Define the word *conviction* (with purpose). Tell students they should read their essays about their belief with conviction.
- Invite students to whisper read their This I Believe essay to a partner with conviction. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share how they created a voice with conviction (e.g., emphasize certain words, speak louder in certain places, enunciate, slow down in certain spots, deepen their voice, etc.). Share that one of the ways readers express a specific tone, like conviction, is to emphasize certain words or phrases with their voice.
 - ▲: Post a sentence frame for discussion such as: “To read with conviction, I tried to _____ and _____.”
- Distribute the pre-marked **“This I Believe: Free Minds and Hearts at Work”** essay. Read aloud a section of the text, emphasizing the underlined words.
- Using a total participation technique, invite responses from the group:
 - “How did I emphasize the underlined words in the passage?” (Responses will vary, but may include: changing the volume, pitch, and or/speed of your voice.)**
- If productive, cue students to add on to what a classmate said:
 - Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”**
- Ensure the effect of pausing or emphasizing words is transparent. Ask:
 - “How does emphasizing certain words and phrases aid in comprehension?” (It helps the reader pay closer attention to important words.)**
 - “Can you figure out what kinds of words we emphasize in English?” (content words, important words; not function words such as to, that, by, with, and, or the)**

Additional Language and Literacy Block

- Invite students to skim their essays and underline at least 10 words or phrases they would like to emphasize.
- Invite students to practice reading their passages aloud:
 - Using an appropriate tone and emphasizing the words they underlined
 - Varying the speed at which they read different sections.
- Prepare students for Day 4’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

**Reading and Speaking Fluency/GUM****Unit 3, Week 1, Day 1: Teacher-Guided Student Activity Card (■●◆▲)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 1:**

- I can set a reading fluency goal. (RF.5.4)

Student Materials**Day 1:**

- This I Believe essay
- Fluency Self-Assessment Checklist
- Colored pencils (one yellow and red)

Directions:**Day 1**

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

1. Read:
 - Whisper read your This I Believe essay to yourself.
 - Underline in yellow three criteria on your Fluency Self-Assessment Checklist that you think are important to keep in mind as you read your essay aloud.
2. Listen to Jackie Robinson read his This I Believe essay. With a partner, discuss which of the criteria on the Fluency Self-Assessment Checklist you believe he reached.

"I heard Jackie Robinson _____, so I think he met the criterion of _____."

"Jackie Robinson definitely met the criterion of _____. For instance, _____."

Additional Language and Literacy Block

3. Set your fluency goal for this week.
 - Choose at least three criteria you will specifically work on this week. Underline them in red.
 - Write your fluency goal for this week:



Additional Work with Complex Text



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can determine the meaning of domain-specific vocabulary. (RI.5.4, L.5.4)

Day 3:

- I can identify the factors that contributed to Jim Abbott's success as a leader of social change using specific information in the text. (RI.5.1)

Student Materials

Day 1:

- Dictionary

Day 3:

- N/A

Directions:

Day 1

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

1. Read and summarize:

- Whisper read the excerpt of text below to yourself. Read it twice if you have time.
- Find a partner. Take turns summarizing the excerpt. Partner 1 has 30 seconds; partner 2 has 15 seconds.

Use this summary sentence frame if needed:

- "This is mostly about _____. The main points the author makes are _____ and _____ and _____."

Abbott's deft handling of the constant public pressure may have been his most impressive accomplishment, however. Handsome and articulate, he was interviewed countless times by the major networks and publications. He turned down repeated book offers, and received tons of mail—including a personal telegram from Nolan Ryan before his first start. Hall of Famers Ernie Banks and

Bobby Doerr asked for his autograph, and 363-game-winner Warren Spahn called him his hero. Jim studied communications in college and was better prepared than most 21-year-old rookies to handle the crush. His maturity and cooperation with the press and the public won him a legion of loyal supporters and he naturally became an inspirational role model for kids with all kinds of disabilities.

Questions about his ability still remained, however. Abbott had trouble holding runners on base and his fielding was weak. He was the second easiest pitcher in the league to steal against and he had a rather low fielding percentage. By his own admission, he missed many plays that he should have made.

Abbott experienced a disappointing 1990 sophomore season, compiling a 10-14 won-lost record. He got off to a terrible start in 1991, suffering four straight losses to begin the season after an unimpressive spring performance. Calls for his demotion to the minors lit up the phone lines to the sports talk shows, but the club stuck by him and he managed to turn the corner.

Swaine, R. "Jim Abbott". Society for American Baseball Research. Accessed on 8 Aug, 2017. <<http://sabr.org/bioproj/person/635e3a93>>

2. Answer the following vocabulary questions. You may use a dictionary to help you.

a. Read this sentence from Paragraph 2:

"By his own admission, he missed many **plays** that he should have made."

Which sentence below uses the word **play** in the same way that it is used in the sentence above? Underline the best answer. (RI.5.4, L.5.4a)

- After halftime, the other team played better.
- The band began to play the Star Spangled Banner.
- He liked to play third base.
- The runner was out in a close play.

b. Read this sentence from Paragraph 2:

"He was the second easiest pitcher in the league to **steal** against."

What does **steal** mean in this sentence? Use a dictionary and write the correct definition below. (RI.5.4, L.5.4c)

c. Read this passage from Paragraph 3:

"He got off to a terrible start in 1991, suffering four straight losses to begin the season after an **unimpressive** spring performance. Calls for his **demotion** to the minors lit up the phone lines...."

Use what you know about the meaning of the word *impress* to write a definition for the word **unimpressive** below. (RI.5.4, L.5.4b)

d. Part A: What do you think *demotion* means? Use the text to help you determine the meaning of the word. (RI.5.4, L.5.4a)

- To be still, without motion
- To change the position of someone to a less important one
- To make a suggestion
- The act or process of being moved

Part B: Which details in the text explain why there were calls for Abbott's "**demotion** to the minors"? (RI.5.1, L.5.4a)

MORE CHALLENGE:

Draw an illustration of one or more of the underlined domain-specific vocabulary words in the text.

Day 3

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

1. Read this excerpt from "Jim Abbott" by Rick Swaine. Underline at least **three pieces of evidence** that illustrate a factor for Jim Abbott's success. One has been underlined for you.

Abbott's deft handling of the constant public pressure may have been his most impressive accomplishment, however. Handsome and articulate, he was interviewed countless times by the major networks and publications. He turned down repeated book offers, and received tons of mail—including a personal telegram from Nolan Ryan before his first start. Hall of Famers Ernie Banks and Bobby Doerr asked for his autograph, and 363-game-winner Warren Spahn called him his hero. Jim studied communications in college and was better prepared than most 21-year-old rookies to handle the crush. His maturity and cooperation with the press and the public won him a legion of loyal supporters and he naturally became an inspirational role model for kids with all kinds of disabilities.

Questions about his ability still remained, however. Abbott had trouble holding runners on base and his fielding was weak. He was the second easiest pitcher in the league to steal against and he had a rather low fielding percentage. By his own admission, he missed many plays that he should have made.

Abbott experienced a disappointing 1990 sophomore season, compiling a 10-14 won-lost record. He got off to a terrible start in 1991, suffering four straight losses to begin the season after an unimpressive spring performance. Calls for his demotion to the minors lit up the phone lines to the sports talk shows, but the club stuck by him and he managed to turn the corner.

Swaine, R. "Jim Abbott". Society for American Baseball Research. Accessed on 8 Aug, 2017. <http://sabr.org/bioproj/person/635e3a93>

2. Work with a partner:

Discuss the evidence from the text that you identified. (Use the sentence frame if needed.)

"I underlined _____, and I think it shows (factor for success) because _____. Do you agree?"

Then, using the evidence you discussed, fill in the chart below. Try to find at least one piece of evidence for each factor for success.

Factors contributing to success as a leader of social change	Evidence from the text
Support from decision makers -The baseball team owners	<i>"but the club stuck by him and he managed to turn the corner." This shows that the club (or owners) <u>supported</u> him by not sending him back to the minor leagues, and he got better.</i>
Ways to communicate his vision	
Personal qualities	



Additional Work with Complex Text



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



Daily Learning Targets

Day 1:

- I can determine the meaning of domain-specific vocabulary. (RI.5.4, L.5.4)

Day 3:

- I can identify the factors that contributed to Jim Abbott's success as a leader of social change using specific information in the text. (RI.5.1)

Student Materials

Day 1:

- Dictionary

Day 3:

- N/A

Directions:

Day 1

- a. Read this sentence from Paragraph 2:

"By his own admission, he missed many **plays** that he should have made."

Which sentence below uses the word **play** in the same way that it is used in the sentence above? Underline the best answer. (RI.5.4, L.5.4a)

- After halftime, the other team played better.
- The band began to play the Star Spangled Banner.
- He liked to play third base.
- The runner was out in a close play.

- b. Read this sentence from Paragraph 2:

"He was the second easiest pitcher in the league to **steal** against."

What does **steal** mean in this sentence? Use a dictionary and write the correct definition below. (RI.5.4, L.5.4c)

Responses will vary, but may include: To steal means to run to the next base even though the batter hasn't hit the ball.

- c. Read this passage from Paragraph 3:

"He got off to a terrible start in 1991, suffering four straight losses to begin the season after an **unimpressive** spring performance. Calls for his **demotion** to the minors lit up the phone lines..."

Use what you know about the meaning of the word *impress* to write a definition for the word **unimpressive** below. (RI.5.4, L.5.4b)

Responses will vary, but may include: To impress means to make someone think highly of you. So unimpressive means that what you did makes someone not think highly of you.

d. Part A: What do you think *demotion* means? Use the text to help you determine the meaning of the word. (RI.5.4, L.5.4a)

- To be still, without motion
- To change the position of someone to a less important one
- To make a suggestion
- The act or process of being moved

Part B: Which details in the text explain why there were calls for Abbott's "**demotion** to the minors"? (RI.5.1, L.5.4a)

Responses will vary, but may include that he missed plays, he had a low fielding percentage, and he was easy to steal against.

Day 3

1. Read this excerpt from "Jim Abbott" by Rick Swaine. Underline at least **three pieces of evidence** that illustrate a factor for Jim Abbott's success. One has been underlined for you. *Evidence students could have underlined has been underlined below.*

Abbott's deft handling of the constant public pressure may have been his most impressive accomplishment, however. Handsome and articulate, he was interviewed countless times by the major networks and publications. He turned down repeated book offers, and received tons of mail—including a personal telegram from Nolan Ryan before his first start. Hall of Famers Ernie Banks and Bobby Doerr asked for his autograph, and 363-game-winner Warren Spahn called him his hero. Jim studied communications in college and was better prepared than most 21-year-old rookies to handle the crush. His maturity and cooperation with the press and the public won him a legion of loyal supporters and he naturally became an inspirational role model for kids with all kinds of disabilities.

Questions about his ability still remained, however. Abbott had trouble holding runners on base and his fielding was weak. He was the second easiest pitcher in the league to steal against and he had a rather low fielding percentage. By his own admission, he missed many plays that he should have made.

Abbott experienced a disappointing 1990 sophomore season, compiling a 10-14 won-lost record. He got off to a terrible start in 1991, suffering four straight losses to begin the season after an unimpressive spring performance. Calls for his demotion to the minors lit up the phone lines to the sports talk shows, but the club stuck by him and he managed to turn the corner.

Swaine, R. "Jim Abbott". Society for American Baseball Research. Accessed on 8 Aug, 2017. <http://sabr.org/bioproj/person/635e3a93>

2. Work with a partner:

Discuss the evidence from the text that you identified. (Use the sentence frame if needed.)

"I underlined _____, and I think it shows _____ (factor for success) _____ because _____. Do you agree?"

Additional Language and Literacy Block

Then, using the evidence you discussed, fill in the chart below. Try to find at least one piece of evidence for each factor for success.

Factors contributing to success as a leader of social change	Evidence from the text
Support from decision makers –The baseball team owners	<p>"but the club stuck by him and he managed to turn the corner." This shows that the club (or owners) <u>supported</u> him by not sending him back to the minor leagues, and he got better.</p>
Ways to communicate his vision	<p><i>Sample student response: "Jim studied communications in college and was better prepared than most 21-year-old rookies to handle the crush. His maturity and cooperation with the press and the public..." This shows that he was able to communicate his vision in a way that people liked and would listen to, which helped him be successful.</i></p>
Personal qualities	<p><i>Sample student response, "Handsome and articulate..." These personal qualities helped people to like and listen to him, which helped him be successful.</i></p>



Independent Reading



Unit 3, Week 1: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1 and Day 2:

- I can read my research reading text independently for 12 minutes. (RI.5.10)

Day 3:

- I can describe how parts of my text are related. (RI.5.8, 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 1–4:

- Research reading text
- Independent reading journal
- Vocabulary log

Directions:

Days 1 and 2

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

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

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific vocabulary about the topic at the back.
4. Respond to this prompt in the front of your independent reading journal: Choose two sentences or paragraphs and describe how they are connected.

Day 4

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

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

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



Additional Work with Complex Text

Unit 3, Week 1 : Teacher Guide



Daily Learning Targets

Day 2:

- I can use my understanding of domain-specific vocabulary to better understand a text. (RI.5.4, L.5.4)

Day 4:

- I can understand and use complex English language structures. (L.5.1)
- I can understand and use the academic word *however* to signal contrast. (L.5.6)

Teaching Notes

- On Day 2, students continue to build knowledge of baseball-specific vocabulary and how acquiring domain-specific vocabulary can help a reader understand a text better. If you have students who play or watch baseball or softball, consider letting them lead the review of baseball terminology in step 2. Discuss with the student privately beforehand so he or she can be prepared.
- On Day 4, all students participate in a Language Dive centered on L.5.1 and L.5.6. They practice using the word *however* to signal contrast. They practice this language structure in Unit 3, Week 2: Writing Practice when they write an informative essay about the factors for their own personal success.
- **Differentiation:**
 - For Day 2, for heavier support, consider focusing on steps 1–2 of the activity card only to be sure students have the necessary vocabulary to understand the text. Consider staging and acting out the second paragraph to help students understand Abbott’s struggles. Consider bringing in a glove and baseball for students who may not be familiar with them, and let them practice, in an appropriate area of the classroom or outside, gently throwing and catching with the same hand?
 - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Day 2:
 - Consider building your own background knowledge on baseball terminology.
 - Consider choosing videos to illustrate how Jim Abbott used quick reflexes and determination to become a great baseball player.
 - Day 4:
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs.

- Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 2 module lesson) as necessary.
- Prepare materials for independent student groups.

Materials

Day 2

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (completed on Day 1; one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Language Dive Guide: “Jim Abbott” (for teacher reference)
- ☑ Language Dive Chunk Chart: “Jim Abbott” (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: “Jim Abbott” (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the learning target for this activity.
- Invite students to complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - ▲: Clarify the meaning of the word *bunt*. Consider posting some simple sentence frames for students to use while discussing with a partner, such as: “The opposing team might bunt against Jim Abbott because ____ and ____.” “He would need quick reflexes because ____.” “Because I know what a bunt is, I understand ____.”
- Debrief student answers for step 1.
- Tell students to retrieve their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- As a group, debrief step 2 and review baseball terms as needed. If needed, briefly review the rules and objectives of baseball.
- Ask:
 - “In what ways was Abbott a success? What, in the text, makes you think so?” (He had many fans and was able to handle the fame well.)*
 - “On the other hand, why did people question Abbott’s ability? What, in the text, makes you think so?” (He was easy to steal against and had a low fielding percentage.)*
- Complete the rest of the activity card as a group.
- If productive, cue students to provide evidence:
 - Conversation Cue: “What, in the text makes you think so?” (Responses will vary.)*

Additional Language and Literacy Block

- If productive, cue students to explain why a classmate came up with a particular response:
Conversation Cue: “Who can explain why your classmate came up with that response?” (Responses will vary.)
 - ▲: Consider posting sentence frames to aid in discussion or a word bank of personal qualities such as *determined, fearless, creative, hard-working, optimistic, articulate, mature, cooperative*. Students can use the word bank on Day 3 as well.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for **Day 3’s independent activity using Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.**

Instruction for Day 4

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work independently on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: “Jim Abbott,” Language Dive Chunk Chart: “Jim Abbott,”** and **Language Dive Sentence Strip Chunks: “Jim Abbott”** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use my understanding of domain-specific vocabulary to better understand a text. (RI.5.4, L.5.4)

Day 4:

- I can understand and use complex English language structures. (L.5.1)
- I can understand and use the academic word *however* to signal contrast. (L.5.6)

Student Materials

Day 2:

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

Day 4:

- N/A

Directions:

Day 2

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

1. Read the following paragraph and discuss the questions with a partner.

to bunt = to deliberately hit the ball a short distance. Usually a bunt must be fielded by a pitcher.

"In high school, an opposing coach once ordered the first eight batters to bunt. After the first one reached base, Jim shut down the bunting game by retiring the next seven in a row. Of course, he had to pass the same test in college and the big leaguers would also give it a try. But once again, Abbott answered with great coordination and quick reflexes."

Swaine, R. "Jim Abbott". Society for American Baseball Research. Accessed on 8 Aug, 2017. <<http://sabr.org/bioproj/person/635e3a93>>

- Why would opposing teams bunt against Jim Abbott?
- Why would Jim Abbott need "great coordination and quick reflexes" to field a bunt?
- How does knowing the term *bunt* help you understand the text better?

2. Review domain-specific vocabulary from the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.

MORE CHALLENGE:

Discuss the meaning of some expressions in English that borrow baseball terminology. For example: "You've struck out," "I'm going to touch base with him," "She threw me a curve ball," or "You hit a home run!" Think of your own.

Day 4

Questions about his ability still remained, however.

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

2. a. Read *still* in italics in the sentence below. Cover it with your finger. Reread the sentence.
b. Discuss with a partner: How does the meaning change without *still*?
Questions about his ability *still* remained, however.
3. Discuss with a partner something that started years ago and still remained until fourth grade.
4. a. On the next page, reread and sketch the sentence from "Jim Abbott" that appears before the Language Dive sentence.
b. Sketch the Language Dive sentence.

- c. How does *however* show an idea that is the opposite of the idea in the previous sentence?

<p>Sketch the idea in the previous sentence: <i>His maturity and cooperation with the press and the public won him a legion of loyal supporters and he naturally became an inspirational role model for kids with all kinds of disabilities.</i></p>	<p>Sketch the idea in the Language Dive sentence: <i>Questions about his ability still remained, however.</i></p>
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5. Repeat #2 with *however* in the sentence below.
 Questions about his ability still remained, *however*.
6. With a partner, take turns using the sentence frames with *however* to talk about your own life.
- "In Grade 4, I was good at _____. Questions about my ability in _____ still remained, *however*."
- "One amazing thing I have accomplished is _____. I could not have succeeded without _____[insert factor for success], *however*."
- (Subject + predicate, + *however*.)

MORE CHALLENGE:

With a partner, role-play Jim Abbott talking with an interviewer. The interviewer should start with these questions:

- "Jim, you've accomplished a lot. Tell us about your accomplishments."
- "Questions about your ability still remain, however. Why?"



Additional Work with Complex Text

Unit 3, Week 1, Day 4: Language Dive Guide: "Jim Abbott"

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 2, for detailed notes on how the Language Dive format has been modified starting in Module 3.
Sentence	Questions about his ability still remained, however. (from Paragraph 23 of "Jim Abbott" by Rick Swaine)
Rationale	This sentence is compelling because it uses the adverb <i>however</i> in a final position to help address the Daily Learning Target and L.5.1 and L.5.6. The sentence connects to the big idea by introducing the factor of personal qualities (baseball skills) that can influence an individual's ability to effect change. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the highlighted focus structure however . Based on student need and time, consider adding days for extended conversation and practice with the preceding sentence in the text: His maturity and cooperation with the press and the public won him a legion of loyal supporters and he naturally became an inspirational role model for kids with all kinds of disabilities. After discussing this structure, students practice using it to describe themselves. Students apply their understanding of the meaning and structure of this sentence when speaking and writing about their own factors for success in Unit 3, Week 2: Writing Practice and in their essays and presentations about effective leaders of social change in the Unit 3 module lessons.
Time	15 minutes
Throughout the Language Dive	Follow the same routines found in Module 3, Unit 1, Lesson 2.
Deconstruct	Refer to the chunk chart for language goals; display the sentence strip chunks ; display and distribute the activity card . Follow the same routine found in Module 3, Unit 1, Lesson 2, to assist students in deconstructing, reconstructing, and practicing the chosen sentence.
Practice (Focus Structure)	
Reconstruct	
Practice (Sentence)	



Additional Work with Complex Text



Unit 3, Week 1, Day 4: Language Dive Chunk Chart: "Jim Abbott"

Questions about his ability	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ▪ "What is this chunk about? What does it tell us?" (There were doubts over Abbott's baseball skills.) (noun + preposition + pronoun + noun = noun phrase/subject) ▪ <i>Questions</i>: "What's a synonym for <i>Questions</i> in this chunk?" (doubts, uncertainty)
still remained,	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ▪ Questions about his ability did what?" Questions started in the past and continued through at least 1991. Paragraph 8 is the first time in "Jim Abbott" the doubts are mentioned, e.g., <i>he kept hearing that his playing days would probably end.</i> (adverb + past tense verb = verb phrase) ▪ <i>still</i>: Cover <i>still</i> with your hand. "What if we remove <i>still</i>? How does the meaning of the sentence change?" (<i>still</i> emphasizes <i>remained</i>. We lose the connotation that the questions continued for a while.) 📎 Step #2 ▪ "Discuss (or sketch) something in your life that started years ago and <i>still remained</i> until fourth grade." 📎 Step #3
however.	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ▪ "Can you figure out why Swaine wrote <i>however</i>?" Swaine wrote <i>however</i> to show a contradiction with or idea opposite from the previous sentence. (adverb) ▪ Reread aloud the previous sentence in the text: "His maturity and cooperation with the press and the public won him a legion of loyal supporters and he naturally became an inspirational role model for kids with all kinds of disabilities." ▪ Students can sketch the previous sentence and the Language Dive sentence. 📎 Step #4a, b ▪ "Can you figure out how <i>however</i> shows that this sentence is a contradiction to or the opposite idea of the previous sentence?" (The previous sentence conveys Abbott's strong ability to relate to the press and public and be a role model. This sentence shows a contradiction: People questioned his ability to be a great baseball player.) ▪ If productive, students can discuss the purpose of the comma that precedes <i>however</i>.

Practice (Focus Structure)	<ul style="list-style-type: none"> ▪ Remove <i>however</i> from display. “What if we remove <i>however</i>? How does the meaning of the sentence change?” (Swaine writes <i>however</i> to make the contradiction clear for the reader.) ✎ Step #5 ▪ Move <i>however</i> to the beginning of the sentence and reread it. “Does the sentence still make sense? Why do you think Swaine wrote <i>however</i> at the end instead of at the beginning?” (Responses will vary.) ▪ “Replace <i>however</i> with a synonym and reread the sentence.” (Questions about his ability still remained, though.)
Questions about his ability still remained, however.	
Reconstruct	<ul style="list-style-type: none"> ▪ “How can you say this sentence in your own words?” (But people continued to doubt Abbott’s skill in baseball.) ▪ “How does this Language Dive add to your understanding of the big idea?” (Abbott’s baseball skills were questioned for a while, diminishing the factor for personal qualities that could influence his ability to effect change.) ▪ “Which sentence earlier in “Jim Abbott has a similar structure and meaning?” (Paragraph 14: The familiar old questions about his ability to defend his position resurfaced.)

<p>Practice (Sentence)</p>	<ul style="list-style-type: none"> ▪ “Underline the subject in blue and the predicate in red.” (Questions about his ability still remained, however.) (Subject + predicate, + however.) ▪ Students can use the frames to talk about their abilities in Grade 4. <ul style="list-style-type: none"> 📎 Step #6 “In Grade 4, I was good at _____. Questions about my ability in _____ still remained, <i>however</i>.” “One amazing thing I have accomplished is _____. I could not have succeeded without _____[factor for success], <i>however</i>.” – To provide lighter support: “Can you figure out how to combine the Language Dive sentence with the previous sentence in the text? How? Is this new sentence better or worse than it was as two sentences? Why do you think that?” – To provide heavier support: Provide a word bank for students to use when completing the sentence frames. ▪ Students can experiment with restating their sentences with <i>However</i> at the beginning. ▪ “Think about this sentence. Was Abbott’s baseball ability a strong factor for his success? Why? What, in the text, makes you think so?” ▪ Pairs can role-play a doubting interviewer with Abbott, asking and answering questions about Abbott’s ability based on the text. (Example: “Are you able to _____[hold runners on base]?”/ “I’m having trouble with that.”) ▪ Language Chunk Wall suggestions: <ul style="list-style-type: none"> – Language to compare or contrast: however. – Language to emphasize: still remained, / however. – Nouns and noun phrases and clauses (people, places, things, ideas): Questions about his ability
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Additional Work with Complex Text



Unit 3, Week 1, Day 4: Language Dive Sentence Strip Chunks: "Jim Abbott"

Questions about his ability

still remained,

however.



Reading and Speaking Fluency/GUM



Unit 3, Week 1: Student Task Card

Name: _____

Date: _____



Daily Learning Targets

Day 2:

- I can critique my partner's reading fluency and provide kind, helpful, and specific feedback based on his or her reading fluency goals. (RF.5.4)

Day 4:

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

Student Materials

Day 2:

- This I Believe essay
- Fluency Self-Assessment Checklist

Day 4:

- This I Believe essay

Directions:

Day 2

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

Find a partner.

1. Whisper Read:

- Whisper read your This I Believe essay to yourself.
- Focus on the fluency goals you set on Day 1.
- If you finish reading before your partner, read it again.

2. Stars and Steps Fluency Feedback:

- Label yourselves A and B.
- Partner A shares his or her fluency goals and focus criteria on the Fluency Self-Assessment Checklist. Partner B asks any clarifying questions.
- Partner A reads his or her essay aloud. Partner B listens for things from partner A's fluency goals.

- Partner B shares one star and one step to work on in order to meet his or her fluency goals.
 - “You did a good job with _____.”
 - “Next time, try to _____ because _____.”
- Partner A notes the feedback below.
- Switch roles and repeat this process.

Star	Step

MORE CHALLENGE:

Practice reading an excerpt from your essay with different tones. Try an angry tone, a determined tone, a sad tone, etc. See if your partner can guess which tone you are using.

Day 4

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

- Get into groups of three.
- Each person in the group reads aloud his or her This I Believe essay while the group listens.
- After each read, each person in the group gives a “star”—something he or she liked about the reading fluency. For help, use these examples:
 - “I like how you paused. It made the next phrase very clear.”
 - “I could really hear your conviction when you _____.”
 - “It was great that you emphasized the word _____.”
 - “I noticed that you _____.”
- After every member of the group has read, discuss how your beliefs have become clearer in writing or hearing these personal essays. Use this sentence frame to start the discussion:
 - “I used to think _____; now I think _____.”



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 1:

- I can plan an informative essay that explains which factors for success contribute to my own success. (W.5.2)

Day 3:

- I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2)

Teaching Notes

- In this component, students write an informative essay that explains the factors for success in their own lives. This task enables students to practice using the word *however* to signal contrast from the Language Dive from Unit 3, Week 1: Additional Work with Complex Text.
- Over the course of the component, students work at their own pace. Encourage students to work as fluently and as productively as they can.
- On Day 1, students brainstorm topics and talk through their ideas with a partner. On Day 3, students continue to write their informative essay. Depending on the needs of your students, consider providing a focused mini lesson on a criterion from the Informative Writing Checklist.
- **Differentiation:**
 - On Day 1: To provide heavier support, give students a graphic organizer to organize their essay into three or four paragraphs: Introduction, Factor #1, Factor #2, and Conclusion. Consider writing your own essay as an exemplar. Using your exemplar, ask students to create sentence frames that they can use. To provide lighter support, ask students to write a vivid and descriptive introduction that appeals to the reader's five senses.
 - On Day 3: Students will need different levels of support to complete their informative essays. Some students may not have finished their introduction and body paragraphs on Day 2 and need focused writing time. Some students may need help with developing their details and explaining the factors. Consider working with a small group of students who need heavier support. To provide lighter support, allow students to exchange pieces and give each other peer feedback and/or distribute the Additional Ideas for Revision.
- **In advance:**
 - Prepare materials for independent student groups.

Materials

Day 1

- Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- Working to Become Effective Learners anchor chart (begun in Module 1)

- ✓ Factors for success charts (begun in Unit 1, Lesson 4 module lesson)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Factors for My Personal Success informative essay (begun on Day 2; added to during this lesson; one per student)
- ✓ Additional Ideas for Revision (optional; for students needing an additional challenge)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Card (one for display)

Instruction for Day 1

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards**. Review the learning target. Point out to students that this week they will be writing an informative essay that is very similar to the informative paragraphs they wrote in Unit 1. In this component, students will examine the factors for success in their own lives. Review the parts of an informative essay as needed.
- Direct students' attention to the **Working to Become Effective Learners anchor chart**. Point out that *persevere* is one of the characteristics of an effective learner.
- Ask:
 - “*When was a time you persevered and succeeded, even though something was difficult?*” (Responses will vary.)
- Instruct students to silently consider this question and then complete steps 1–2 of the activity card. Review the **factors for success charts** as needed. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share out their ideas. If students are having a hard time brainstorming ideas, as a group come up with common scenarios of success. (Examples: scoring a goal, mastering a song on an instrument, performing in a play, persevering and doing well on a challenging assignment, maintaining patience with a younger sibling, bravely trying something difficult but worthwhile, making a new friend, making a speech in front of the class/school, learning a new language, and keeping a positive outlook on a hard day.)
- Instruct students to complete the Paragraph Talk Through in step 3 with a partner.
- Collect Teacher-Guided Student Activity Cards.
- Congratulate students on some good pre-writing thinking. Prepare them for the next day's independent activity using the **Unit 3, Week 2: Writing Practice: Student Task Card**. Remind students of their learning about using the word *however* in Unit 3, Week 1: Additional Work with Complex Text. Encourage them to use the word *however*. Review as needed.

Instruction for Day 3

- Distribute **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning target.
- Ask students to retrieve their **Factors for My Personal Success informative essay**.
- Instruct students to complete step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share out as they wish.
- After a few minutes, direct students to step 2. They should write silently.
 - ●▲: If useful, allow students to turn and talk throughout their ideas periodically with a partner.
 - ◆▲: If students finish and need ideas for revision, distribute the **Additional Ideas for Revision**.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity: Display and walk through **Unit 3, Week 2: Writing Practice: Student Task Card**. Point out to students that they will continue working on their informative essays on Day 4. When they finish their essays, they may revise them using the Additional Ideas for Revision. Express your confidence that they will be able to write continuously. Brainstorm focusing strategies as needed.
- Remind students of their learning about using the word *however* in Unit 3, Week 1: Additional Work with Complex Text. Encourage students to use the word *however*. Review as needed.

**Writing Practice****Unit 3, Week 2: Teacher-Guided Student Activity Card (■●◆▲)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 1:**

- I can plan an informative essay that explains which factors for success contribute to my own success. (W.5.2)

Day 3:

- I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2)

Student Materials**Day 1:**

- Factors for Success charts

Day 3:

- Factors for My Personal Success informative essay
- Additional Ideas for Revision (optional)

Directions:**Day 1**

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

This week, you will write a Factors for My Personal Success informative essay in response to this prompt:

- Describe a time that you (or someone you know) were successful. What factors for success contributed to your success? How did they contribute?

2. Choose one of the incidents from step 1 and take notes in the chart below about which factor for success supported you. Remember to use the factors that we have discussed in class. Review the factors for success as needed.

Factor for success	Evidence that this was a factor

3. With a partner, talk through your paragraph. Use the prompts and sentence frames to help you.

Conversation prompt	Sentence frame (if needed)
First, I will describe the time I was successful. I'll write something like:	"When I _____, I did something amazing. It was _____." "Imagine this: _____." "I accomplished this because _____."

Conversation prompt	Sentence frame (if needed)
Then I will explain how _____ was a factor for my success. I'll write something like:	"I didn't do _____ alone, however." "Something that helped me succeed was _____." "For example, _____."
Next, I will explain how _____ was a factor for my success. I'll write something like:	"Clearly I could not have _____ without _____." "Another factor for my success was _____." "This is clearly illustrated by _____." "Without _____, I may not have _____."
I think I'll close by writing something like:	"I'm grateful _____." "Without _____, I may not have _____."

Day 3

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

Prompt: Describe a time that you (or someone you know) were successful. What factors for success contributed to your success? How did they contribute?

1. Discuss what you have written so far in your Factors for My Personal Success informative essay with a partner. Use these conversation prompts:

"I was pleased when I wrote _____ because _____."

"It was hard for me to write _____ because _____."

"Something I want to make better is _____ because _____."

2. Continue writing your informative essay.

MORE CHALLENGE:

Revise your informational paragraph using the Additional Ideas for Revision handout.

 **Writing Practice** **Unit 3, Week 2, Day 3: Additional Ideas for Revision (●◆▲)**

Directions:

Use any of these ideas to help you revise your informative essay.

1. Add more details to the introduction when you describe your success. Help the reader vividly picture that moment and how it felt to be successful. Use words that appeal to all five senses.
2. Add more concrete details that describe the factors for your success. Provide additional examples. For example, if you wrote that support from your family helped you be successful, think of additional ways other members of your family supported you and how that contributed to your success.
3. Choose two or three sentences. Rewrite them to include a shift in verb tense or to remove a shift in verb tense.
4. Add linking words and phrases to connect your ideas.
5. Add an introductory element to one of your sentences.
6. Add a sentence or two to your concluding paragraph that show how your experience relates to the experience of Jackie Robinson or other successful people we have studied.
7. Strike through two or three sentences from your essay that repeat information that has already been said or that are not precise enough.



Word Study and Vocabulary



Unit 3, Week 2: Student Task Card

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can practice using words that end in *-ive*, *-itive*, and *-ative*. (L.5.4b)

Day 3:

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

Student Materials

Day 1:

- Scissors
- What Am I? word cards (one per pair)

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.

This week, you will work with the suffixes *-ive*, *-itive*, and *-ative*. For example: Someone who talks a lot is talk**ative**.

1. Prepare for the game.

- Find a partner.
- Cut the list of words in half. Each person takes words for partner A or words for partner B.
- Cut up the word cards. Ask your partner about the definition of words you don't know, or use a dictionary.

2. Play "What Am I?"

ROUND I

- Partner A will begin.
- Timekeeper sets the timer for 2 minutes.
- Partner A begins:
- Partner A tries to get partner B to say the words on partner A's cards without saying the words.
 - For example: If the word is *talkative*, partner A might say, "This word means someone who has a lot of words coming out of their mouth" or "This is someone who talks a lot." Partner A CANNOT say, "This is the word *talkative*."
- After 2 minutes, switch roles and partner B takes a turn.
- Continue until all of the cards have been guessed.

ROUND II

- Same rules as in Round I, except this time you cannot say ANY part of the word.
- For example: If the word is *talkative*, partner A might say, "This word means someone who has a lot of words coming out of their mouth." Partner A CANNOT say, "This is someone who talks a lot."
- Exchange sets of word cards so each partner has new cards.
- Partner B begins.

MORE CHALLENGE:

If you finish early, cut up the More Challenge words and shuffle them in with the other cards. Play again.

Day 3

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

1. Read your Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied on Day 2. Say the word aloud three times.
2. Find a partner. Practice using that word in sentences. Say two sentences aloud to your partner using the word. Try to use the word with an adverb (*truly impressive ...*) and with a noun (*makes _____ very impressive*).
3. Write two sentences using that word below. You can write more sentences if you have time:

4. Practice changing verbs into adjectives by adding *-ive*, *-ative*, or *-itive* on the end. Use verbs such as *to talk*, *to obsess*, *to act*, *to create*, *to deceive*, or your own verbs. Write at least two words below. Use a dictionary to help you.

MORE CHALLENGE:

If you have time, write more sentences using other *-ive*, *-ative*, or *-itive* words below. (See the Vocabulary Tree for ideas.)



Word Study and Vocabulary



Unit 3, Week 2, Day 1: What Am I? Word Cards

Words for Partner A		Words for Partner B	
<u>sensitive</u> related verb: to sense	<u>active</u> related verb: to act	<u>impressive</u> related verb: to impress	<u>persuasive</u> related verb: to persuade
<u>abusive</u> related verb: to abuse	<u>addictive</u> related verb: to become addicted	<u>conclusive</u> related verb: to conclude	<u>massive</u> related verb: to have mass or large size
<u>obsessive</u> related verb: to obsess	<u>inactive</u> related verb: to not act	<u>talkative</u> related verb: to talk	<u>creative</u> related verb: to create
<u>secretive</u> related verb: to have secrets	<u>evasive</u> related verb: to evade	<u>offensive</u> related verb: to offend	<u>deceptive</u> related verb: to deceive
<u>effective</u> related verb: to have an effect	<u>explosive</u> related verb: to explode	<u>innovative</u> related verb: to innovate	<u>decisive</u> related verb: to decide

More Challenge Words

festive	native
hyperactive	lucrative
passive	primitive
receptive	perceptive



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 12 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.5.2/RI.5.2, RL.5.10/RI.5.10, SL.5.1)

Student Materials

Days 1, 2, and 4:

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

Day 3:

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

Directions:

Days 1 and 2

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

1. Read your free choice reading text for 12 minutes.
2. Record your reading in the back of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Be prepared to share vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

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

Day 4

Text Share:

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

Group: As the facilitator shares, consider what else you would like to know about that person’s text. Prepare a question about it.
3. Timekeeper: Set a 2-minute timer.
4. Group: Ask him or her questions.
 - “When you said _____, what did you mean?”
 - “Why did you choose to share _____?”
 - “Can you say more about _____?”
 - “Can you give an example of _____?”
5. Repeat with each person in the group.



Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 2

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ive*. (RF.5.3a, L.5.4b)

Day 4

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

Teaching Notes

- On Day 2, students focus on an academic vocabulary word (*impressive*) and suffixes *-ive*, *-itive*, and *-ative*. On Day 4, students focus on an academic vocabulary word (*communications*) and the prefix *com-*, *co-*, or *con-*. Students analyze the words using Vocabulary Trees to gain a deeper understanding of the meaning of the words and how to use them.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. To provide more challenge, ask students to write more original sentences and list more related words. For additional language support for ELLs, use the Mini Language Dives. Note: The Language Dive that all students completed in Unit 3, Week 1: Additional Work with Complex Text also ended with the adverb *however*. Encourage students to make connections on Day 2.
- **In advance:**
 - Prepare independent student materials.

Materials

Day 2 and Day 4

- Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (one per student)
- Chart paper (one piece; used by the teacher to write a definition)
- Affix List (from Module 1)
- Day 2 only: Unit 3, Week 2: Word Study and Vocabulary: Student Task Card (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.

- Invite students to break down the word into the root and the affixes using their **Affix List**.
Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card.
- ▲: Mini Language Dive.
 - “Abbott’s deft handling / of the constant public pressure / **may have been his most impressive accomplishment** /, however.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *may have been*: “Abbott’s deft handling was what?” / Meaning: *may have been* tells us that there is a good chance that something was true, but it’s not for certain. Students can discuss how the meaning changes if *may have been* is replaced with *was*. (modal + present perfect verb = verb phrase)
 - *his most impressive accomplishment*: “What may have been?” / Meaning: Jim Abbott did many things well, but this was probably the very best. (possessive pronoun + determiner + adjective + noun = noun phrase)
- Practice:
 - “_____ **may have been my most impressive accomplishment.**”
 - Reconstruct: Reread the sentence. Ask:
 - “**Now what do you think the sentence means?**”
 - “**How does the focus structure add to your understanding of the phrase deft handling of the constant public pressure?**” (*His deft handling was the most impressive accomplishment.*)
- Practice:
 - “**Can you restate this sentence in a different order?**”
- Review how to complete a Vocabulary Tree as needed and invite students to complete the Vocabulary Tree on their activity card.
 - ▲: Model how to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence.
 - ◆: Invite students to write several sentences.
- Prepare students for Day 3’s independent activity: Display the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card**. (Note: Students will use Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.)

Instruction for Day 4

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**. Review learning targets.
- Follow the same routine as Day 2:
 - Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.

Additional Language and Literacy Block

- Invite students to break down the word into the root and the affixes using their **Affix List**. Note: If the affix that students work with in this lesson is not on their Affix List, help students add the affix and its meaning to their list. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Review the chart on the activity card.
- ▲: Mini Language Dive.
 - “Jim studied **communications** in college / **and was better prepared than most 21-year-old rookies** / to handle the crush.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *and was better prepared than*: “Jim was what?” / Meaning: Jim Abbott is being compared to something, and he is superior. *prepared* here means *ready, experienced enough*. (conjunction + past tense verb + comparative adjective)
 - *most 21-year-old rookies*: “Better prepared than who?” / Meaning: Jim Abbott is being compared to other young, first-time players. (determiner + adjective + noun = noun phrase)
 - Practice:

“_____ was better than _____. _____ is better _____ (prepared/known/understood) than _____.”
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”
 - Practice:

“How does studying communications better prepare someone to talk to people in media, or newspapers and TV?”
- Guide students through the remaining steps on the activity card. Because the Vocabulary Tree is a new strategy, support students as needed. See Day 2 instruction.
- 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 use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ive*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

Student Materials**Days 2 and 4:**

- Affix List
- Dictionary

Directions:**Day 2**

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

Abbott's deft handling of the constant public pressure may have been his most **impressive** accomplishment, however.

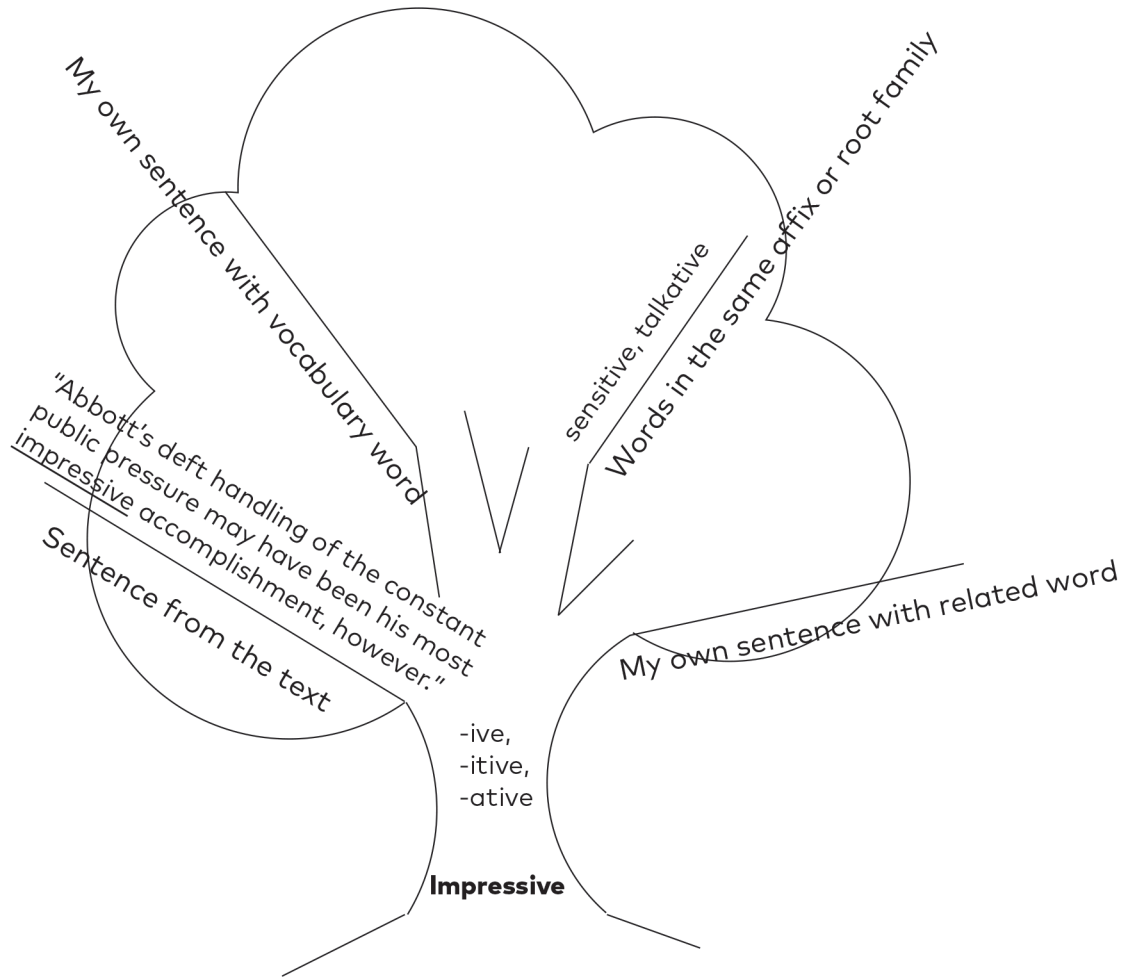
Source: "Jim Abbott" by Rick Swaine.

The word is "**impressive.**"

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	<i>impress</i> —meaning to do such a good job that you "press" or "stamp" the memory of your good deed into someone's mind	<i>-ive</i>	

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



Day 4

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

"Jim studied **communications** in college and was better prepared than most 21-year-old rookies to handle the crush."

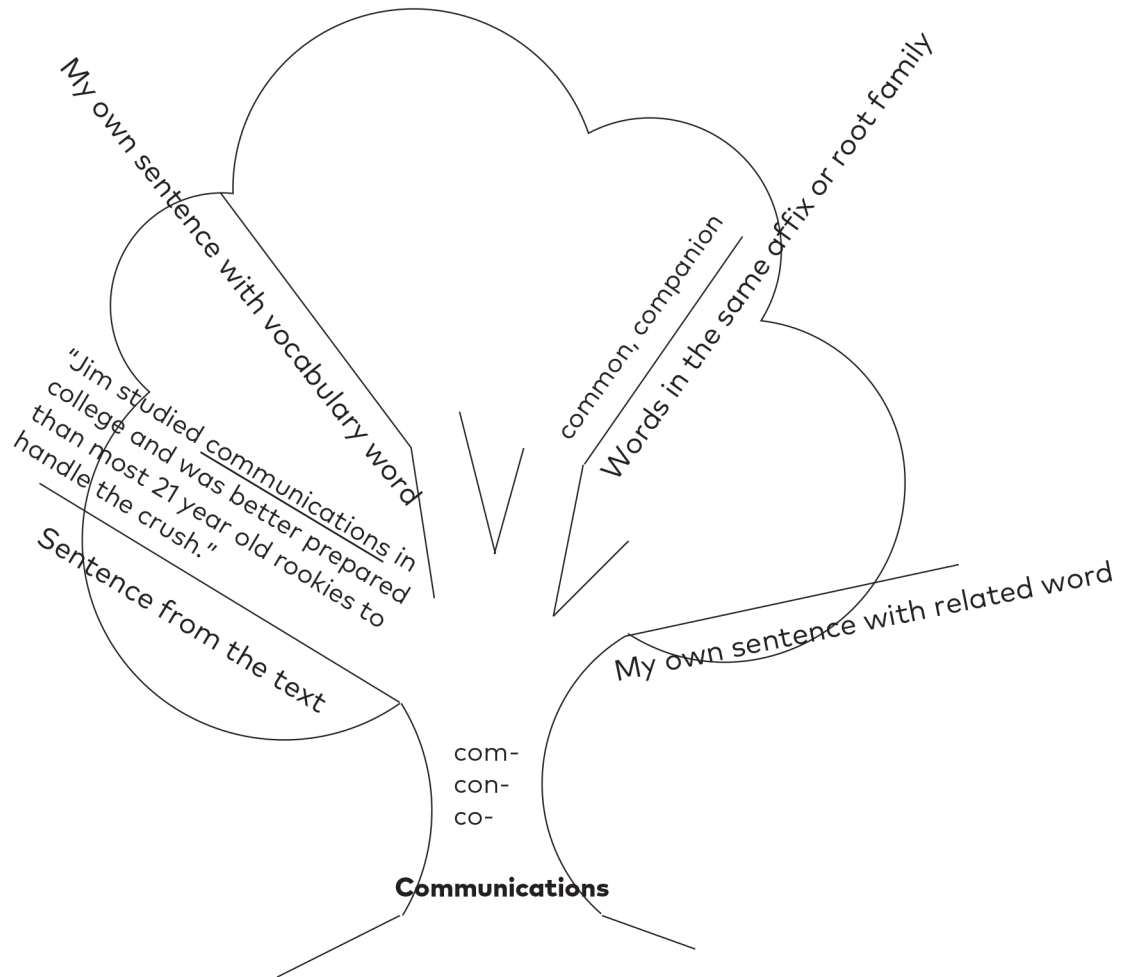
Source: "Jim Abbott" by Rick Swaine.

The word is "**communications.**"

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
<i>com-</i>	<i>municipal</i> — relating to a city or town	<i>-ations</i> (action or process— usually a noun)	

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





Word Study and Vocabulary



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ive*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

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

Abbott's deft handling of the constant public pressure may have been his most **impressive** accomplishment, however.

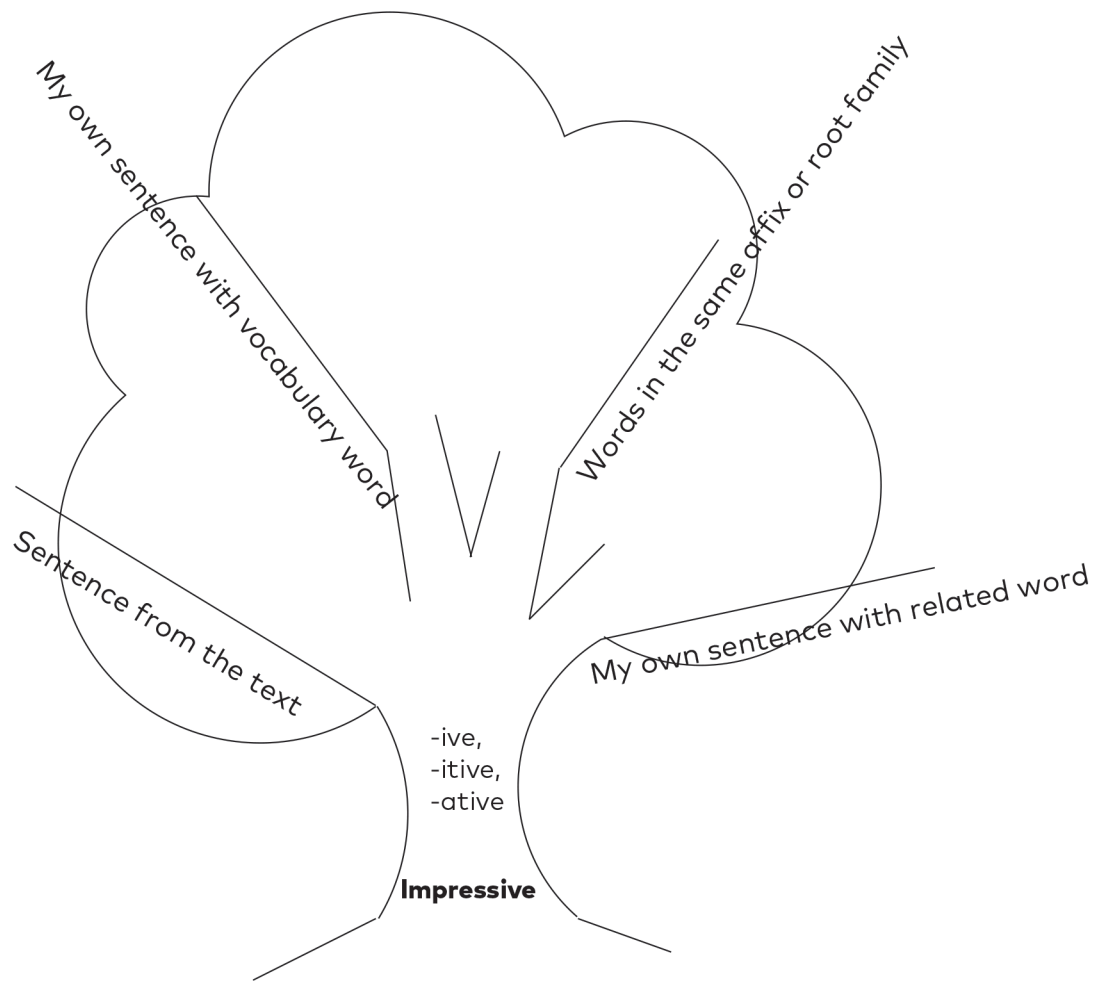
Source: "Jim Abbott" by Rick Swaine.

The word is "**impressive**."

- Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	<i>impress</i> —meaning to do such a good job that you "press" or "stamp" the memory of your good deed into someone's mind		

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



Day 4

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

"Jim studied **communications** in college and was better prepared than most 21-year-old rookies to handle the crush."

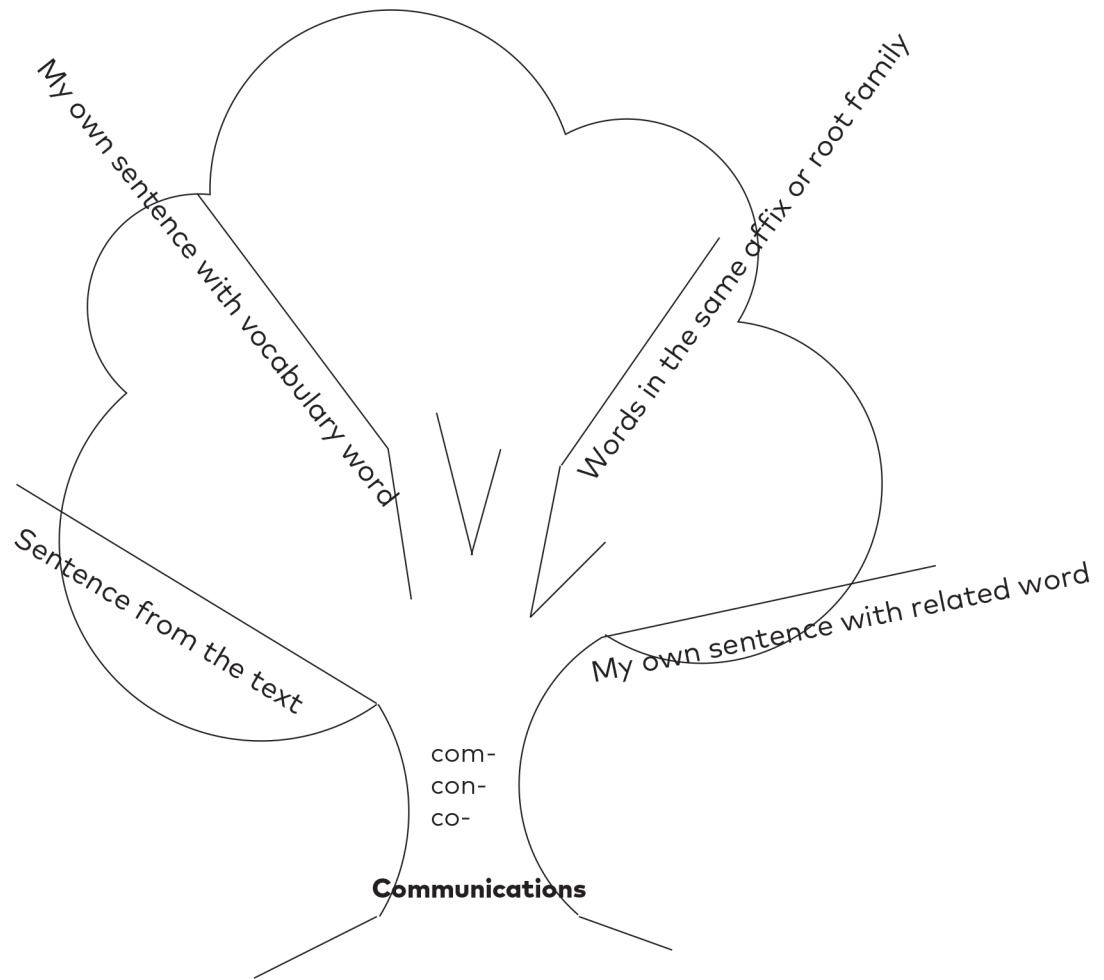
Source: "Jim Abbott" by Rick Swaine.

The word is "**communications.**"

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
com-	<i>municipal</i> — relating to a city or town	<i>-ations</i>	

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



**Word Study and Vocabulary****Unit 3, Week 2: Teacher-Guided Student Activity Card (▲)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 2:**

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ive*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

Student Materials**Days 2 and 4:**

- Affix List
- Dictionary

Directions:**Day 2**

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

Abbott's deft handling of the constant public pressure may have been his most **impressive** accomplishment, however.

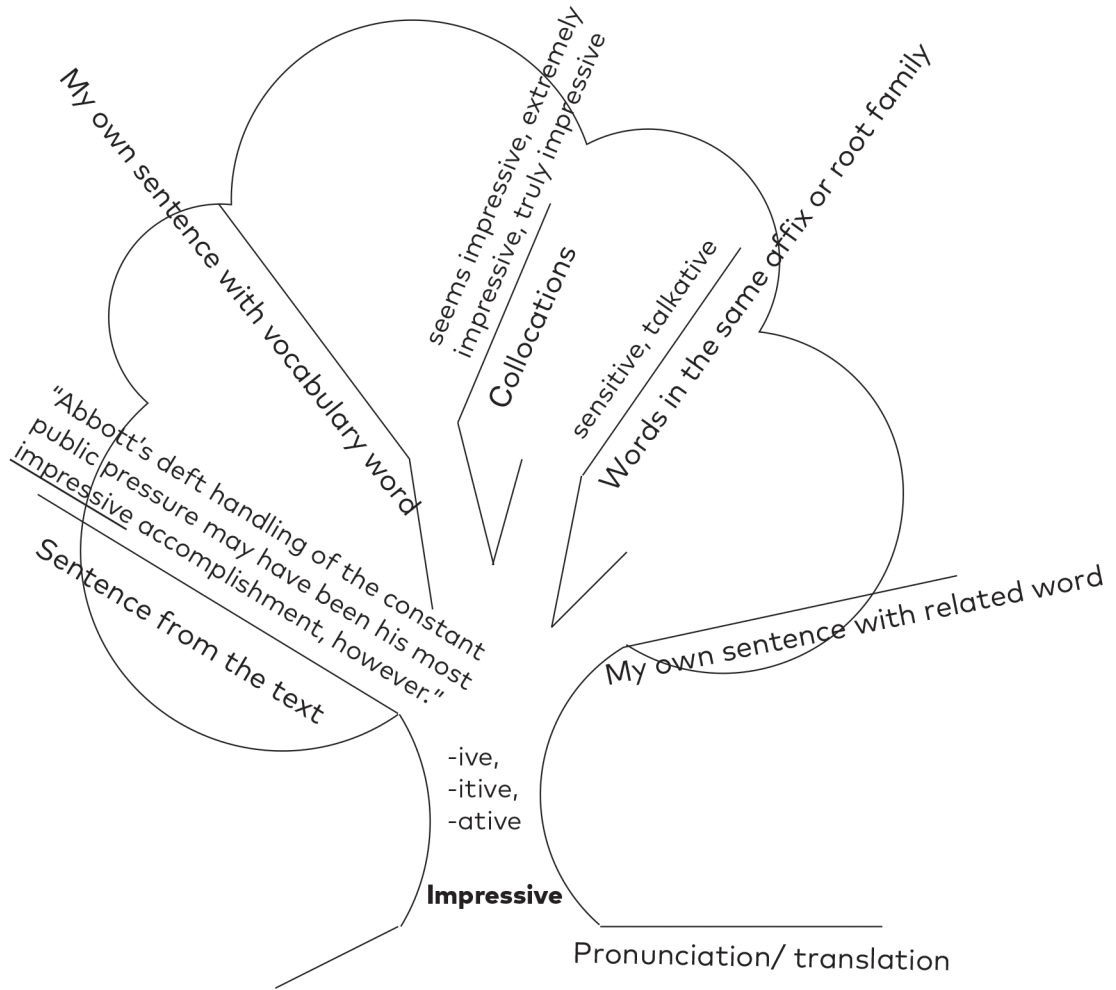
Source: "Jim Abbott" by Rick Swaine.

The word is "**impressive.**"

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
	<i>impress</i> —meaning to do such a good job that you "press" or "stamp" the memory of your good deed into someone's mind	<i>-ive</i>	

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



Day 4

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

"Jim studied **communications** in college and was better prepared than most 21-year-old rookies to handle the crush."

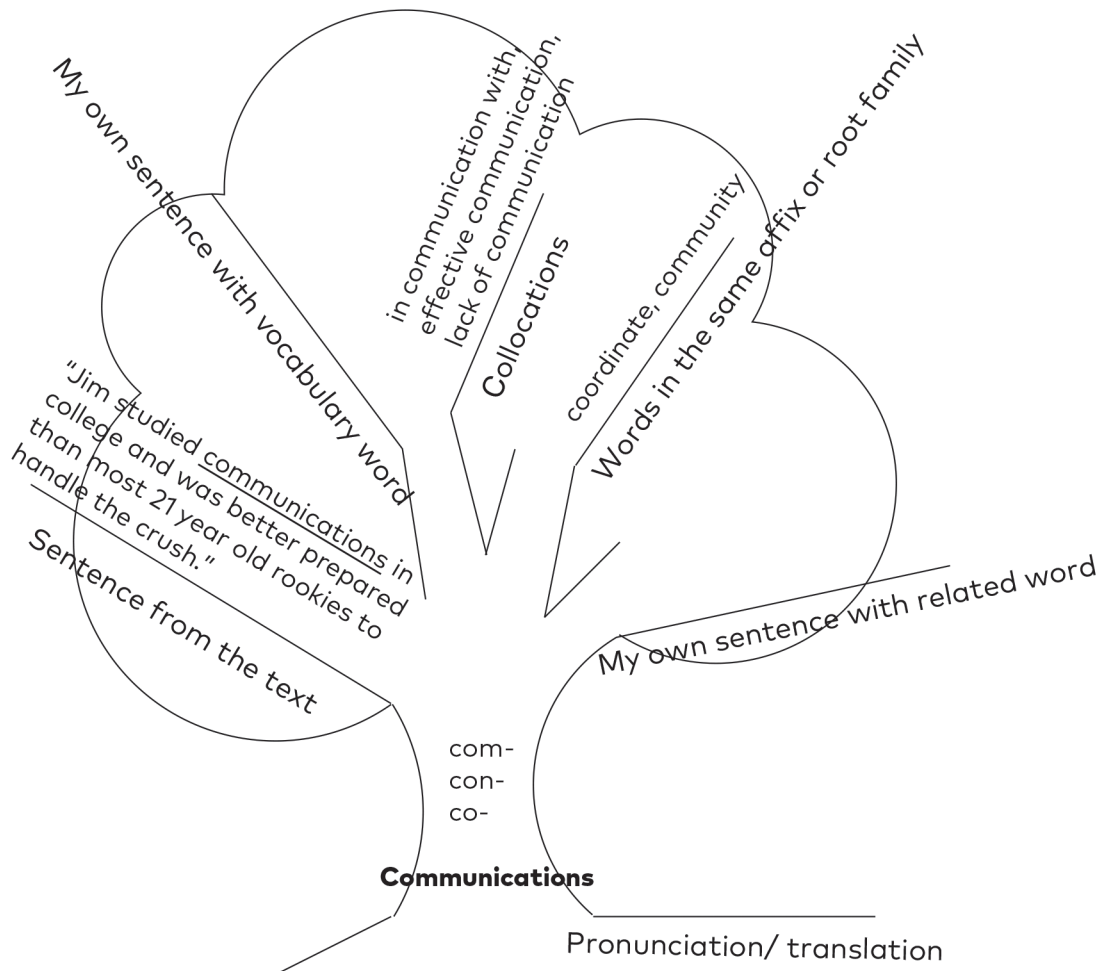
Source: "Jim Abbott" by Rick Swaine.

The word is "**communications.**"

1. Use your Affix List. Break down the word into the root and any affixes. Then practice saying the word aloud to a partner. Discuss how the roots and affixes help you understand the meaning of the word.

Prefix	Root	Suffix	Definition of Affix
<i>com-</i>	<i>municipal</i> — relating to a city or town	<i>-ations</i> (action or process— usually a noun)	

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





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ive*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

Day 2

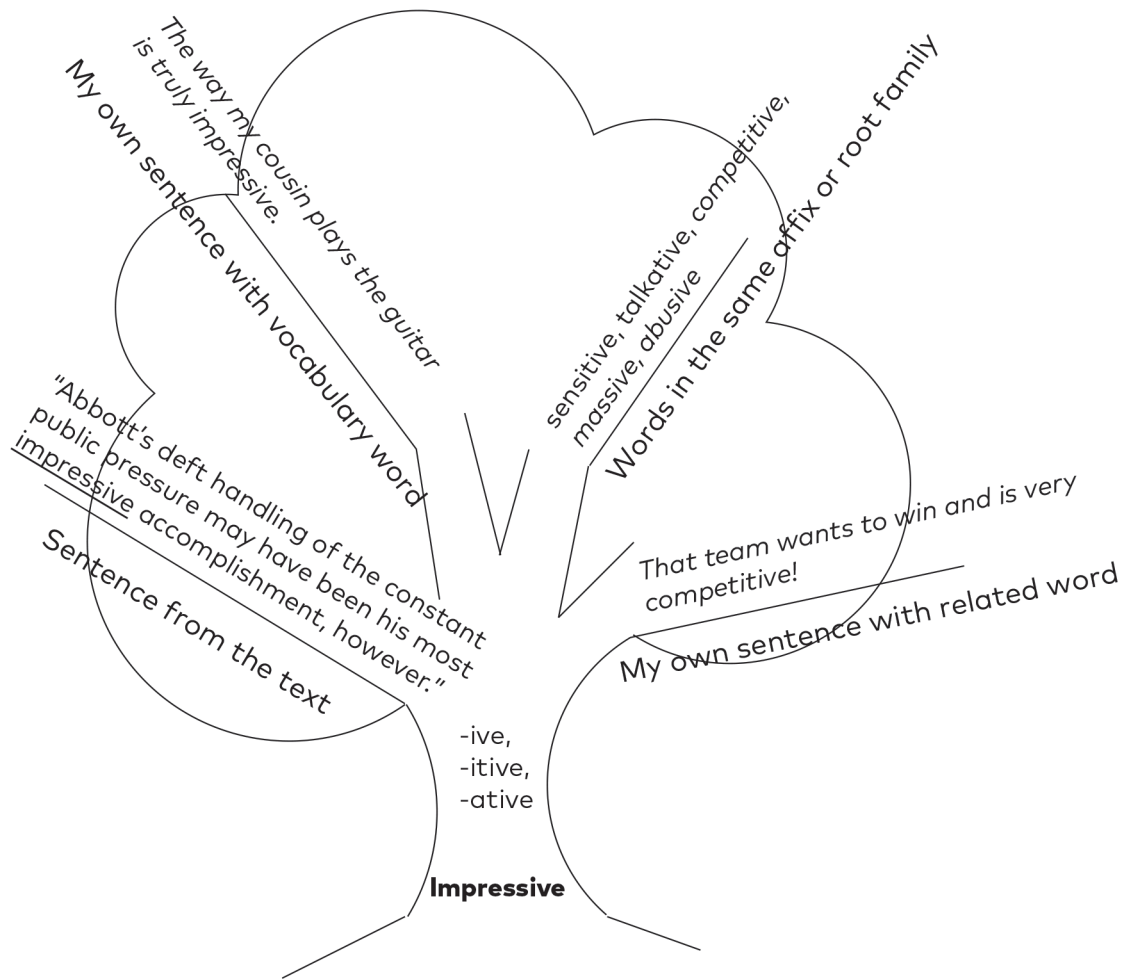
- Use your Affix List. Break down the word into the root and any affixes:

Prefix	Root	Suffix	Definition of Affix
	<i>impress</i> —meaning to do such a good job that you "press" or "stamp" the memory of your good deed into someone's mind	<i>-ive</i>	<i>Inclined to or that which does something</i>

Additional Language and Literacy Block

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

Responses will vary, but may include:



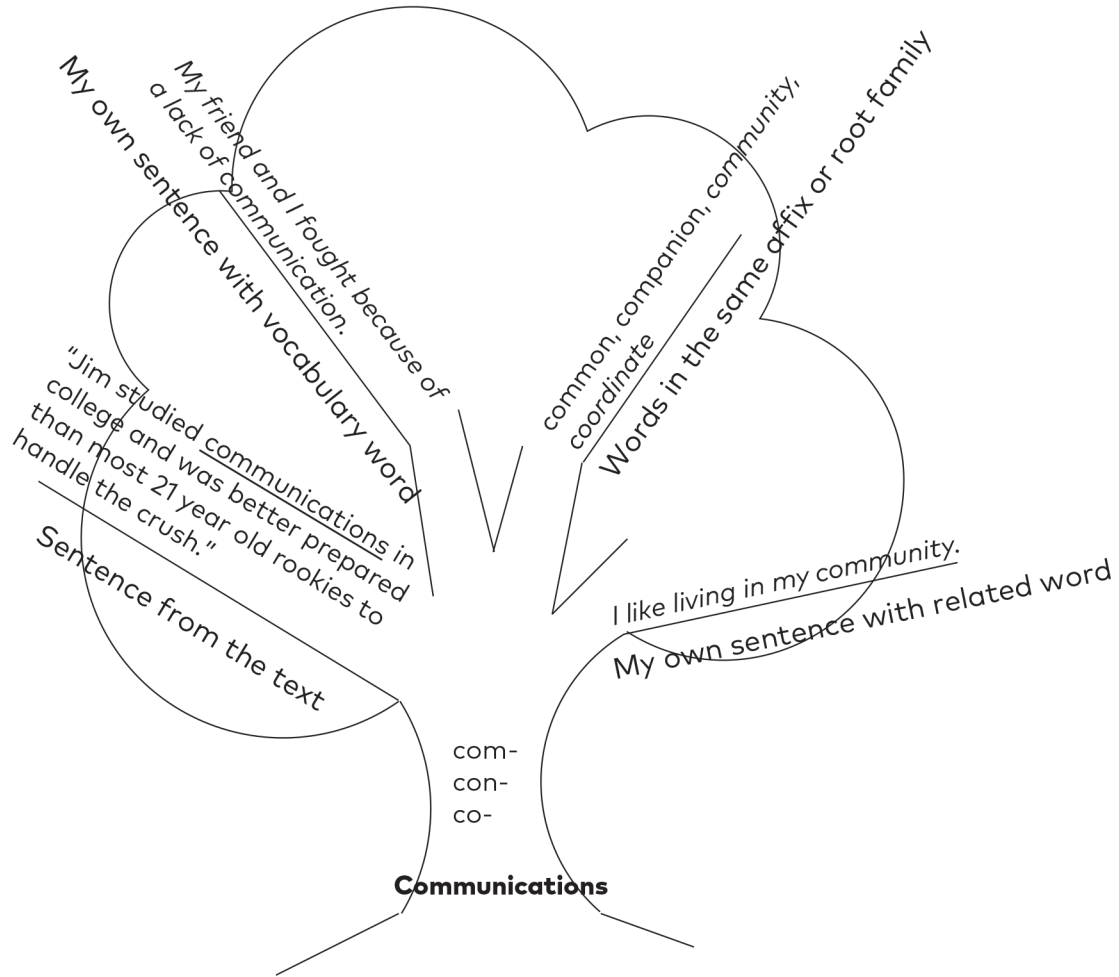
Day 4

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

Prefix	Root	Suffix	Definition of Affixes
com-	municipal—town or citizens	-ations (action or process—usually a noun)	With, together, in common (also con- and co-)

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

Responses will vary, but may include:





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix *-ive*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *con-*, *com-*, or *co-*. (RF.5.3a, L.5.4b)

Student Materials

Days 2 and 4:

- Affix List
- Dictionary

Directions:

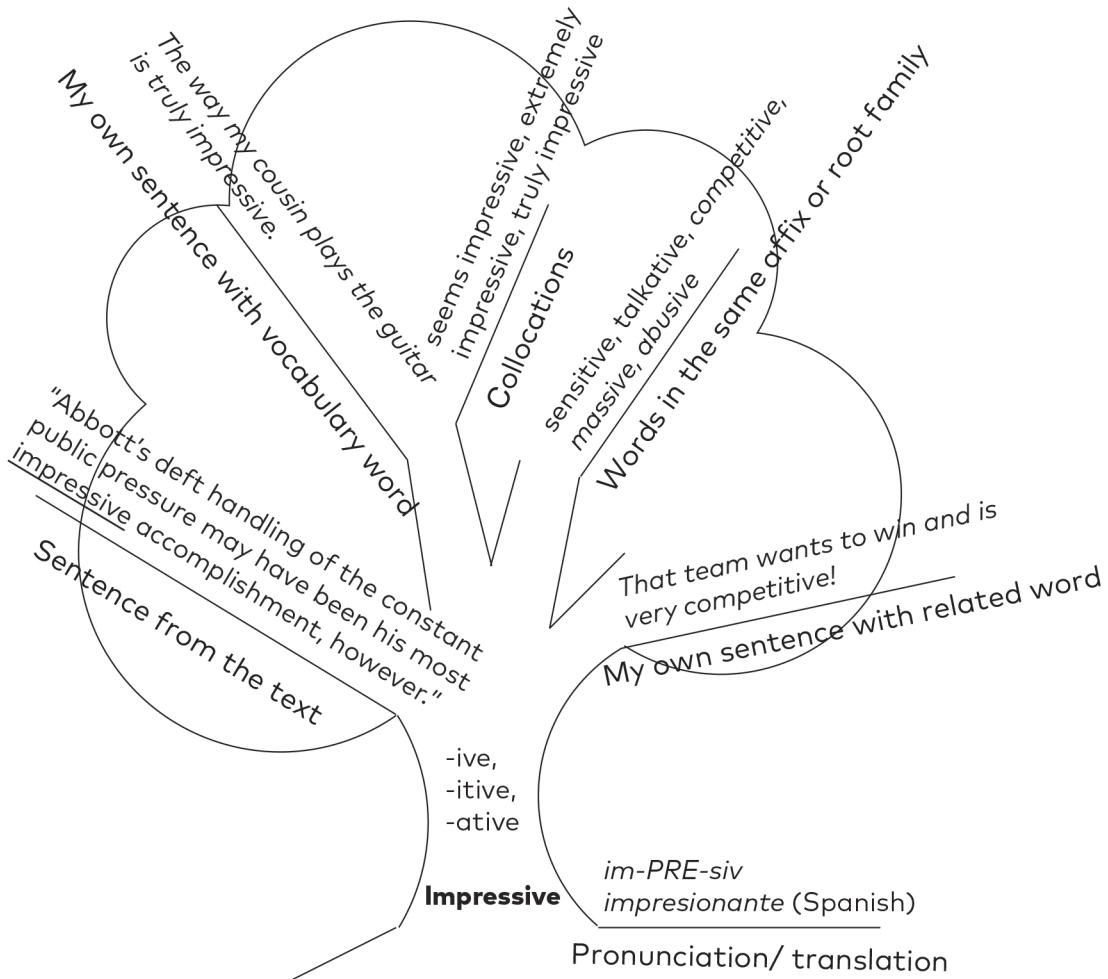
Day 2

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

Prefix	Root	Suffix	Definition of Affix
	<i>impress</i> —meaning to do such a good job that you “press” or “stamp” the memory of your good deed into someone’s mind	<i>-ive</i>	<i>Inclined to or that which does something</i>

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

Responses will vary, but may include:



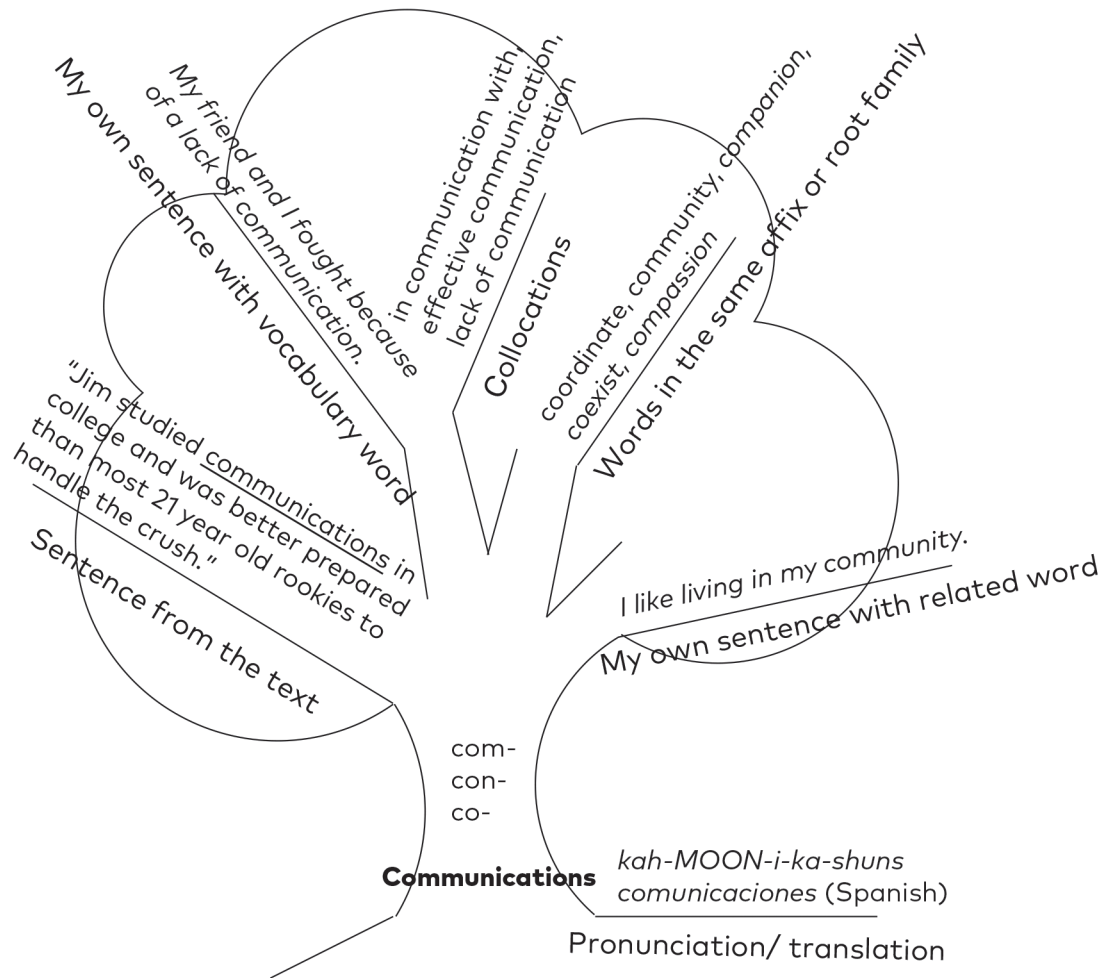
Day 4

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

Prefix	Root	Suffix	Definition of Affix
com-	municipal—town or citizens	-ations (action or process—usually a noun)	With, together, in common (also con- and co-)

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

Responses will vary, but may include:



**Writing Practice****Unit 3, Week 2: Student Task Card****Name:** _____ **Date:** _____**Daily Learning Target****Day 2 and Day 4:**

- I can write an informative essay that explains which factors for success contribute to my own success. (W.5.2)

Student Materials**Day 2 and 4:**

- Lined paper

Day 4:

- Factors for My Personal Success informative essay
- Additional Ideas for Revision (optional)
- Lined paper (optional)

Directions:**Day 2**

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

Today, you will begin writing an essay in answer to this prompt:

Describe a time that you (or someone you know) were successful. What factors for success contributed to your success? How did they contribute?

1. Write your essay on the lined piece of paper. Try to write quietly for a full 15 minutes. Your goal should be to complete your introduction and start one body paragraph.

Use the sentence frames below, if needed.

To describe a time you were successful:	"When I _____, I did something amazing. It was _____." "Imagine this: _____." "I accomplished this because _____."
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Additional Language and Literacy Block

To explain the factors for my success:	"I didn't do _____ alone, however." "Something that helped me succeed was _____." "For example, _____." "Clearly I could not have _____ without _____." "Another factor for my success was _____." "This is clearly illustrated by _____." "Without _____, I may not have _____."
To conclude your essay:	"I'm grateful _____." "Without _____, I may not have _____."

Day 4

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

Prompt: Describe a time that you (or someone you know) were successful. What factors for success contributed to your success? How did they contribute?

1. Finish writing your informative essay.

MORE CHALLENGE:

Revise your informative paragraph using the Additional Ideas for Revision handout. Use a new piece of paper, if needed, to make substantial (major) changes.