



Education
Language Arts

Grade 5: Module 4 Unit 1

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, and Small Group Instruction)

Grade 5: Module 4

Unit 1

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 5M4 UNIT 1 OVERVIEW



**Reading and Speaking
Fluency/GUM**
RF.5.4, L.5.3b

- Students select their own fluency passage for the week from their expert group text from the module lessons. They self-assess their fluency, set goals, and practice reading the fluency passage. They each read individually with the teacher.
- *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.)



**Additional Work with
Complex Text**
RI.5.2, RI.5.8, L.5.1c,
L.5.4, L.5.5c

- Students work more deeply with the evidence and complex vocabulary in “How Well Is Your Community Prepared?” 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.5.10, RI.5.2, RI.5.10,
SL.5.1

- Students read research texts (on topics related to natural disasters) 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, W.5.4, W.5.10

- Students practice writing fluently in response to writing prompts.
- *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.5.4, L.5.4b

- Students analyze two academic vocabulary words (*well-organized* and *abruptly*) and their affixes and practice adding or changing affixes to make new words.
- *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 Language and Literacy Block

ALL 5M4 UNIT 1 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	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 3 ALL Block: Week 1, Day 1 <i>**Note: In Reading and Speaking Fluency/GUM, students work with expert group texts from Unit 1, Lesson 3 of the module lessons. In the Additional Work with Complex Text portion of the ALL Block, students pre-read a text introduced in module Lesson 4. Ensure the text is available.</i>	Reading and Speaking Fluency/GUM Overview: With teacher guidance, students choose their fluency passages from the expert group texts. They identify strengths and set goals.** Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4, L.5.3b) <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 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (■●◆▲) 	Additional Work with Complex Text Overview: All students work independently to preview and read “How Well Is Your Community Prepared?” for gist and vocabulary.** Learning Targets: I can read an unfamiliar text for gist and main idea. (RI.5.2) I can use different strategies to figure out unfamiliar vocabulary words. (L5.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards 	Independent Reading Overview: Students read their research reading text, identify vocabulary, and log their reading. 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> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 1: Independent Reading: Student Task Cards

(continued)

ALL 5M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 4</p> <p>ALL Block: Week 1, Day 2</p>	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students look more closely at the evidence the author uses to support his or her point.</p> <p>Learning Targets: I can determine the meaning of unfamiliar words. (RI.5.4)</p> <p>I can explain how an author supports specific points in the text. (RI.5.8)</p> <p><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 1, Week 1: Additional Work with Complex Text: Teacher Guide Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (■), (●◆), (▲) 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.4.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards 	<p>Independent Reading</p> <p>Overview: Students read their research reading text, identify vocabulary, and log their reading.</p> <p>Learning Target: I can read my research reading text independently for 12 minutes. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
<p>Lesson 5</p> <p>ALL Block: Week 1, Day 3</p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students practice reading fluently and read individually with the teacher to get feedback.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.5.4)</p> <p><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: N/A</p>	<p>Additional Work with Complex Text</p> <p>Overview: Students work in small groups to examine the author's evidence more concretely.</p> <p>Learning Target: I can explain how the evidence supports the author's point. (RI.5.8)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: Students read their research reading text, identify vocabulary, log their reading, and respond to a prompt.</p> <p>Learning Target: I can summarize what I read in my text. (RI.5.2, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

(continued)

Additional Language and Literacy Block

ALL 5M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 6</p> <p>ALL Block: Week 1, Day 4</p>	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students complete a Language Dive focused on the homograph <i>well</i> and the conditional verb <i>would</i> to help address L.5.1c and L.5.5c, and the use of questions for engagement.</p> <p>Learning Targets: I can use verb tense to convey various conditions. (L.5.1c)</p> <p>I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Language Dive Guide: “How Well Is Your Community Prepared?” • Language Dive Chunk Chart: “How Well Is Your Community Prepared?” • Language Dive Sentence Strip Chunks: “How Well Is Your Community Prepared?” 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students follow a task card to read their fluency passage to a small group.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Independent Reading</p> <p>Overview: Students participate in a Research Share within the group.</p> <p>Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>
<p>Lesson 7</p> <p>ALL Block: Week 2, Day 1</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students choose and respond to a writing prompt.</p> <p>Learning Target: I can write fluently (W.5.2, W.5.4, W.5.10)</p> <p><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 1, Week 2: Writing Practice: Teacher Guide • Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (■●◆), (▲) 	<p>Word Study and Vocabulary</p> <p>Overview: Students practice using different affixes to make different forms of words, including nouns, verbs, adjectives, and adverbs.</p> <p>Learning Target: I can practice creating different forms of the same word. (L.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards • Word Forms chart 	<p>Independent Reading</p> <p>Overview: Students read their free choice reading text, identify vocabulary, and log their reading.</p> <p>Learning Target: I can read my free choice reading text independently for 12 minutes. (RL.5.10, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 2: Independent Reading: Student Task Cards

(continued)

ALL 5M4 UNIT 1 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 practice making different forms of the word <i>organize</i> and using the suffix <i>-ize</i> . Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. Learning Targets: I can practice changing the form of words. (L.5.4) I can practice using words with the suffix <i>-ize</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.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (■), (●◆), (▲) 	Writing Practice Overview: Students follow a task card to respond to writing prompts and writing fluently 15 minutes. Learning Target: I can write fluently for 15 minutes. (W.5.2, W.5.4, W.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Student Task Cards 	Independent Reading Overview: Students read their free choice reading text, identify vocabulary, 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: N/A
Lesson 9 ALL Block: Week 2, Day 3	Writing Practice Overview: With teacher guidance, students choose and respond to a writing prompt. Learning Target: I can write fluently. (W.5.2, W.5.4, W.5.10) <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	Word Study and Vocabulary Overview: Students practice using the prefixes <i>ex-</i> and <i>en-</i> . Learning Target: I can practice using the prefix <i>ex-</i> and <i>en-</i>. (L.5.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: Students read their free reading text, identify vocabulary, log their reading, and respond to a 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 5M4 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 10</p> <p>ALL Block: Week 2, Day 4</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, all students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>abruptly</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root <i>rapt</i>. (RF.5.3a, L.5.4b)</p> <p><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></p> <p>Printed Materials: N/A</p>	<p>Writing Practice</p> <p>Overview: Students follow a task card to respond to writing prompts and write fluently for 15 minutes.</p> <p>Learning Target: I can write fluently for 15 minutes. (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: Students participate in a Text Share within the group.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10, RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
Lesson 11	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</p>		
Lesson 12	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4, L.5.3b)

Day 3:

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

Teaching Notes

- On Day 1, students choose the passage from their expert group texts that they will practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students practice reading the text aloud fluently and get individual feedback from the teacher.
- Note: This sequence assumes that students have completed module lesson 3.
- **Differentiation:** Each student chooses an excerpt from his or her expert group text from the module lessons. Expert group texts vary by reading level; consider grouping students by expert group text. To provide heavier support, choose an excerpt as a group and choral read together on Day 1. Depending on the needs of your students, consider focusing the group on the same criteria from the Fluency Self-Assessment Checklist on Day 3 instead of allowing students to choose their own. For additional challenge, ask students to choose a new passage each day instead of the same over the week.
- **In advance:**
 - Prepare the independent Student Task Cards. (Note: In the Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards, students pre-read a text introduced in module Lesson 4. Ensure the text is available.)

Materials

Day 1 and Day 3

- ✓ Expert group texts (from Lesson 3 module lesson; one per student)
- ✓ Highlighter (one per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 2 ALL Block; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1 of the module lessons)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Instruction for Day 1

- Invite students to retrieve their **expert group texts**. Tell them that for this week they will choose a part of the text they would like to practice reading for fluency. Encourage them to reread and look for an interesting or *salient* part to read aloud and to use a **highlighter** to highlight it. They can then whisper read it to themselves. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and the **Fluency Self-Assessment Checklist** and briefly review each criterion.
- As a group, decide the four criteria the students would like to focus on this week. Invite students to highlight the focus criteria.
- Read a small part of one of the texts aloud three times, making intentional mistakes 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. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1.
 - ◆: Invite a student to read his or her passage and make intentional mistakes to illustrate what not to do.
- Invite students to read their passage (or, in the interest of time, a paragraph from their passage) to a partner.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column), setting a goal, and sharing their goal with a partner.
 - ▲: Model setting a goal aloud first.
 - ▲: Invite students to say their goals out loud before they write them.
- Collect the Teacher-Guided Student Activity Cards to review student work.
- Prepare students for the next day’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 2.

Instruction for Day 3

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets.
- Invite students to whisper read their passage to themselves and complete step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Encourage students to keep practicing with a partner for step 2. (They may move on to the “More Challenge” section after they have practiced several times.) As students practice in pairs, work with each student in the group individually to complete step 3. Note: Depending on time and the size of groups, you may need to shorten the passage in order to meet with each student individually.
 - Ask the student which criterion he or she is focusing on.
 - Invite the student to read a part of text he or she practiced on Day 1 and Day 2. (To provide more support, shorten the passages. To provide more challenge, choose a small part of the text that is new to the student today.)

- Give general feedback as well as specific feedback on the criterion.
- As time permits, discuss why the student chose the passage.
- As time permits, invite students to share their ideas for the “More Challenge.”
 - Conversation Cue: “Can anyone add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)***
- Collect the Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity using the Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card for Day 4. Encourage students to review their goals from Days 1 and 3. Remind students they will have a chance to assess their progress toward their goals on Day 4. To provide more challenge, encourage students to choose a new passage to read fluently for their group.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4, L.5.3b)

Day 3:

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

Student Materials

- Fluency Self-Assessment Checklist
- Fluent Readers Do These Things anchor chart
- Expert group text

Directions:

Day 1

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

1. On the Fluency Self-Assessment Checklist, highlight the four focus criteria for this week.
2. Self-assess where you are with each of the criteria on your checklist by placing a check mark in the appropriate column.
3. Fluency strength:

4. Fluency Goal: Specific, measurable, achievable, relevant, time-bound

Day 3

1. Read over the Fluent Readers Do These Things anchor chart and the Fluency Self-Assessment Checklist. Decide which criterion you'd like to focus on today. (It can be the same as the one from Day 1.) Write it below:

2. With a partner, take turns whisper reading the excerpt you chose from the expert group text. Read it as fluently as you can.
3. When prompted, work individually with your teacher:
- Tell the teacher which criterion you are focusing on.
 - Read the excerpt aloud to the teacher. Read it as fluently as you can.
 - Explain why you chose the excerpt.

MORE CHALLENGE:

Discuss with a partner:

1. When you read a new text, what strategies do you use to read it more fluently?
- "To read fluently, I try _____. I also _____ to read it fluently."
2. Which of the criteria of fluent readers do you find the most difficult? Why? What do you do to reach that difficult criterion?



Additional Work with Complex Text



Unit 1, Week 1: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can read an unfamiliar text for gist and main idea. (RI.5.2)
- I can use different strategies to figure out unfamiliar vocabulary words. (L.5.4)

Day 3:

- I can explain how the evidence supports the author's point. (RI.5.8)

Student Materials

Day 1

- "How Well Is Your Community Prepared?"
- Dictionary

Day 3:

- "How Well Is Your Community Prepared?"

Directions:

Day 1

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

Work in groups of four.

1. As a group, read "How Well Is Your Community Prepared?" Take turns reading paragraphs or choose someone in the group to read.
2. Take turns saying the gist. Use the sentence frames to help you.
3. Start with the overall gist.
 - "Overall, this text is about_____."
 - "Do you agree or disagree with me? Why?"
 - "What do you think?"

4. Then talk about the gist of each of the three sections.

- "This section is mostly about _____."
- "The gist of this section is _____."
- "A sentence I think is important is: _____ because _____."
- "When the author says, ' _____,' I understand _____."

5. Discuss with your group: What example did the author use? Why did the author use this example?

- "In the text, the author used _____ as an example of _____."
- "The author used this example because _____."

MORE CHALLENGE:

Write down at least three unfamiliar vocabulary words on the chart below. You may use a dictionary to help you. For more challenge, write down more words.

Unfamiliar word	What I think it means	How I figured out the meaning
<i>acute</i>	<i>very serious</i>	<i>I looked at the glossary at the bottom of the page.</i>

Day 3

1. As a group, read the first two sections of "How Well Is Your Community Prepared?" Take turns reading paragraphs or choose someone in the group to read.
2. Complete the chart below individually.

Natural disasters in Hamden	How did the town respond? (Draw or write)	MORE CHALLENGE: Words or phrases from text that help you know
1982: There was a major flood.		"Until we had serious floods, in 1982 ..."
July 1989: There was a tornado.		

3. With a partner, discuss the following questions.

What is the overall point of the text?

- "The author's point is _____."
- "The overall point of the text is _____."

Why did the author use the town of Hamden as evidence? What does the reader learn from the example of the town?"

- "The author used the example of Hamden to illustrate _____. The reader learns _____ from the example of the town."
- "Hamden is an excellent example because _____. It teaches the reader _____."
- "The author shows the reader _____ by telling us about Hamden."

MORE CHALLENGE:

Discuss the following question with a partner or your group:

If the author decided to cut the following quote from Walter MacDowell, would that weaken or strengthen the overall point of the text? Why?

"Until we had serious floods, in 1982, our emergency plans were gathering dust in someone's office. We thought nothing could ever happen to us," says Hamden's deputy fire chief, Walter MacDowell. "We were totally unprepared for those floods. But after that, we made sure we knew what we were doing. When the tornadoes hit, we were ready."

- "Removing this quote would weaken/strengthen the overall point because _____."



Independent Reading



Unit 1, Week 1: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

Days 1 and 2:

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

Day 3:

- I can summarize what I read in my text. (RI.5.2, 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 the task.

1. Read your research reading text independently for 12 minutes.
2. Record your reading in 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 complete the task.

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 in the front and domain-specific words in the back.
4. Respond to this prompt in the front of your independent reading journal: Summarize what you read in your own words in no more than three sentences.

Day 4

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

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text to share with the group.
 - Two new vocabulary words and their meanings that you have learned from your research text. Look for the words marked with a symbol in your vocabulary log.
3. Timekeeper: Set a 2-minute timer.
4. The facilitator will go first:
 - Pass your text around for the group to look at.
 - Share one thing that you have learned.
 - "I've learned _____. For example, _____."
 - "Something I have learned is _____. For instance, _____."
 - "Did you know _____? I learned that by reading _____."
 - Share the two new vocabulary words and their meanings.
 - Use the new words in your own sentence.
 - "A new word for me is _____. It means _____. For example, you could say: __(your own sentence with the word)_____."

Additional Language and Literacy Block

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

5. Timekeeper: Set a 2-minute timer.
6. Group: Ask him or her questions.
 - "When you said _____, what did you mean?"
 - "How does _____ relate to _____?"
 - "Why did you choose to share _____?"
 - "Can you say more about _____?"
 - "How is _____ similar to or different from what _____?"
 - "Can you give an example of _____?"
7. Repeat with each person in the group.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can determine the meaning of unfamiliar words. (RI. 5.4)
- I can explain how an author supports specific points in the text. (RI.5.8)

Day 4:

- I can use verb tense to convey various conditions. (L.5.1c)
- I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)

Teaching Notes

- On Day 2, students revisit “How Well Is Your Community Prepared?” and look more closely at vocabulary and discuss how the author uses evidence to support the overall point of the text.
- On Day 4, students complete a Language Dive. Students work with the homograph *well* and the conditional verb *would* to help address L.5.1c and L.5.5c, and provide students with an example of how they might use questions in their writing to engage their readers. Students will practice using the meaning and structure of these sentences during Unit 1, Week 2: Writing Practice, when students write to engage their readers in their PSA during the module lessons and to demonstrate their understanding of word relationships on the Mid-Unit 2 Assessment. The sentences for today’s Language Dive were also chosen because they connect to the guiding question by inviting students to consider how their community might prepare for a natural disaster. (See rationale in Language Dive Guide: “How Well Is Your Community Prepared?”)
- Note: This sequence assumes that students have completed the close read of “How Well Is Your Community Prepared?” in module Lesson 4.
- **Differentiation:** For Day 2, to provide more support, pre-fill in the definition of the bolded words on the chart on the activity card. For additional challenge, allow students to work more independently to complete the chart. Not all students will complete the activity card. For Day 4, refer to the Language Dive Guide for differentiation. Again, not all students will complete the activity card.
- **In advance:**
 - 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 (see supporting materials). Select from the questions and goals provided to best meet your students’ needs.
 - Prepare the independent Student Task Cards.

Materials

Day 2

- ☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ☑ “How Well Is Your Community Prepared?” (from module lesson 4; one per student)
- ☑ Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards (one to display)

Day 4

- ☑ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ☑ Language Dive Guide: “How Well Is Your Community Prepared?” (for teacher reference)
- ☑ Language Dive Chunk Chart: “How Well Is Your Community Prepared?” (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: “How Well Is Your Community Prepared?” (one to display)

Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets.
- Invite students to retrieve **“How Well Is Your Community Prepared?”** and 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.
- Work as a group to complete the chart on the activity card. Repeat the following sequence for each quote:
 - Begin by discussing the bolded vocabulary words.
 - “Who knows what this word means? How do you know?” (Responses will vary.)**
 - Conversation Cue: “Can anyone add on to what your classmates said?” (Responses will vary.)**
 - ▲: Invite students to translate new vocabulary words in their home language. Additionally, invite them to practice using each word in a sentence with familiar context.
 - Ask students to identify other unfamiliar words. Discuss those words.
 - “What other words are unfamiliar to you?” (Responses will vary.)**
 - “Does anyone know the meaning of the word?” (Responses will vary.)**
 - Conversation Cue: “Does anyone agree/disagree with what your classmate said?” (Responses will vary.)**
 - ▲: Invite students to practice using the vocabulary words in their own sentence with a partner.
 - Help students paraphrase each quote in their own words.
 - “Who can say this quote in their own words?” (Responses will vary.)**
 - Conversation Cue: “How is that different from/similar to what ___ said?” (Responses will vary.)**
 - ▲: Model by thinking aloud for the first quote. Invite students to say their answer aloud to a partner before writing their answer.

- : Model by thinking aloud for the first quote. Students may paraphrase them orally instead of writing them.
 - ◆: Students may work in partners. Use a total participation technique to select students to share their answers to each question with the whole group.
- Ask students how the quote supports the author’s overall point.
- Conversation Cue: “Can anyone add on to what your classmate said?” (Responses will vary.)**
- : Model by thinking aloud for the first quote.
 - ▲: Invite students to use the sentence frame.
- As time permits, invite students to complete the “More Challenge” and share their thinking.
 - Collect the Teacher-Guided Student Activity Cards to review student responses.
 - Prepare students for the next day’s independent activity using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card** for Day 3.

Instruction for Day 4

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Read the two sentences on the top of the activity card. Tell students they will study these sentences carefully. Explain that these sentences will help them learn more about how authors use questions to engage their audience, and invite students to consider how their community might prepare for a natural disaster. Tell them the sentences will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on 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.
- Use **Language Dive Guide: “How Well Is Your Community Prepared?”**, **Language Dive Chunk Chart: “How Well Is Your Community Prepared?”**, and **Language Dive Sentence Strip Chunks: “How Well Is Your Community Prepared?”** to guide students through a Language Dive. Use student-generated questions to drive instruction.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Cards (■)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can determine the meaning of unfamiliar words. (RI. 5.4)
- I can explain how an author supports specific points in the text. (RI.5.8)

Day 4:

- I can use verb tense to convey various conditions. (L.5.1c)
- I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)

Student Materials

Day 2:

- "How Well Is Your Community Prepared?"

Day 4:

- N/A

Directions:

Day 2

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

Today, you will work with "How Well Is Your Community Prepared?"

1. With a partner, discuss words you could substitute for each of the bolded words in the first quote. Use the glossary on the bottom of "How Well Is Your Community Prepared?" to help you.
2. Working as a group, discuss each quote:
 - Discuss the vocabulary in the quote.
 - Paraphrase the quote in your own words. Say and then for MORE CHALLENGE write it in the chart.
 - Discuss with your group: How does this quote support the overall point of the text?
 - "This quote supports the overall point of the text because _____."

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>"In the most critical early phase of a disaster, a community will usually have to rely on its own resources to handle acute problems."</p>		

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>"But thanks to a well-organized emergency response plan, Hamden's town leaders and emergency workers were prepared. They handled the disaster with a minimum of confusion and outside help. Nobody was killed."</p>	<p>emergency response = <i>what someone does in a dangerous situation</i></p> <p>prepared = <i>ready</i></p> <p>minimum = <i>a very little bit</i></p> <p>confusion = <i>a feeling of not knowing what to do or think clearly</i></p> <p>outside help = <i>someone not from your community comes to assist you</i></p>	

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>Natural disasters can't be prevented. Often, they can't even be predicted. Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can abruptly change course.</p>	<p><i>abruptly = suddenly, unexpectedly</i></p>	

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>MORE CHALLENGE:</p> <p>"Until we had serious floods, in 1982, our emergency plans were gathering dust in someone's office. We thought nothing could ever happen to us," says Hamden's deputy fire chief, Walter MacDowell. "We were totally unprepared for those floods. But after that, we made sure we knew what we were doing. When the tornadoes hit, we were ready."</p>		

Day 4

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

Is your community vulnerable to a natural disaster? How well would your community cope?

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

2. List synonyms and antonyms for *vulnerable* to below, after discussing with your partner.

Synonyms: _____

Antonyms: _____

3. Do you think your community is vulnerable to a natural disaster? Why or why not?

I think our community (is/is not) vulnerable to a natural disaster because

4. What do you think *well* means in this sentence?

In this sentence, I think *well* means

A synonym for *well*, as used in this sentence, is _____.

5. Are you good at art? How *well* would _____?

Sketch your sentence below:

6. Is your community _____? How *well* would _____?

_____?



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Cards (●◆)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can determine the meaning of unfamiliar words. (RI. 5.4)
- I can explain how an author supports specific points in the text. (RI.5.8)

Day 4:

- I can use verb tense to convey various conditions. (L.5.1c)
- I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)

Student Materials

Day 2:

- "How Well Is Your Community Prepared?"

Day 4:

- N/A

Directions:

Day 2

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

Today, you will work with "How Well Is Your Community Prepared?"

1. With a partner, discuss words you could substitute for each of the bolded words in the first quote. Use the glossary on the bottom of "How Well Is Your Community Prepared?" to help you.
2. Working as a group, discuss each quote:
 - Discuss the vocabulary in the quote.
 - Paraphrase the quote in your own words. Say and then for MORE CHALLENGE write it in the chart.
 - Discuss with your group: How does this quote support the overall point of the text?
 - "This quote supports the overall point of the text because _____."

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>"In the most critical early phase of a disaster, a community will usually have to rely on its own resources to handle acute problems."</p>		

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>"But thanks to a well-organized emergency response plan, Hamden's town leaders and emergency workers were prepared. They handled the disaster with a minimum of confusion and outside help. Nobody was killed."</p>		

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>Natural disasters can't be prevented. Often, they can't even be predicted. Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can abruptly change course.</p>		

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>MORE CHALLENGE: "Until we had serious floods, in 1982, our emergency plans were gathering dust in someone's office. We thought nothing could ever happen to us," says Hamden's deputy fire chief, Walter MacDowell. "We were totally unprepared for those floods. But after that, we made sure we knew what we were doing. When the tornadoes hit, we were ready."</p>		

MORE CHALLENGE:

Write how one of the quotes above supports the author's overall point.

Day 4

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

Is your community vulnerable to a natural disaster? How well would your community cope?

1. With a partner:
 - Take turns reading the sentences aloud.
 - Discuss the gist of the sentences.

- Write two questions you have about the sentences. Your questions could be about words you would like to know more about or phrases that you are wondering about.

2. List synonyms and antonyms for *vulnerable* to below, after discussing with your partner.

Synonyms: _____

Antonyms: _____

3. Do you think your community is vulnerable to a natural disaster? Why or why not?

I think our community (is/is not) vulnerable to a natural disaster because

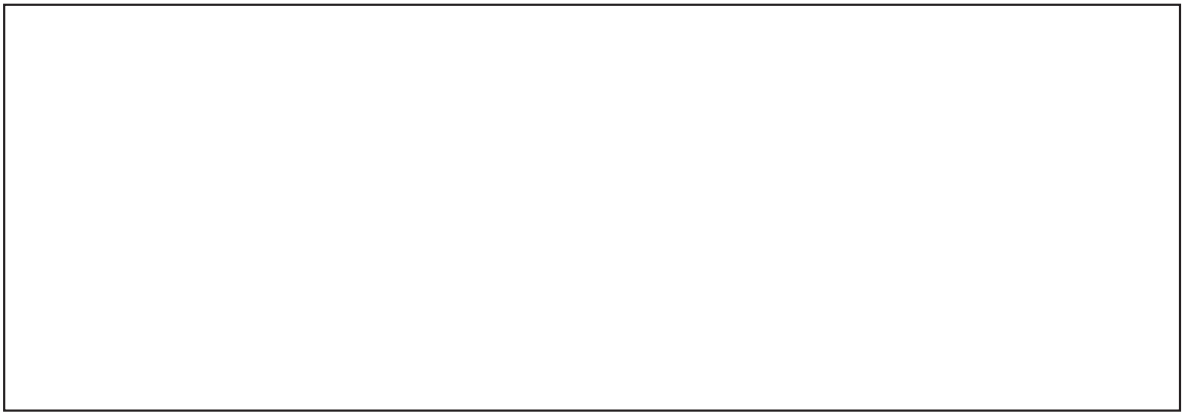
4. What do you think *well* means in this sentence?

In this sentence, I think *well* means

A synonym for *well*, as used in this sentence, is _____.

5. Are you good at art? How well would you _____?

Sketch your sentence below:



6. Is your community _____? How well would _____

_____?



Additional Work with Complex Text



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 2:

- I can determine the meaning of unfamiliar words. (RI. 5.4)
- I can explain how an author supports specific points in the text. (RI.5.8)

Day 4:

- I can use verb tense to convey various conditions. (L.5.1c)
- I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)

Student Materials

Day 2:

- "How Well Is Your Community Prepared?"

Day 4:

- N/A

Directions:

Day 2

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

Today, you will work with "How Well Is Your Community Prepared?"

1. With a partner, discuss words you could substitute for each of the bolded words in the first quote. Use the glossary on the bottom of "How Well Is Your Community Prepared?" to help you.
2. Working as a group, discuss each quote:
 - Discuss the vocabulary in the quote.
 - Paraphrase the quote in your own words. Say and then for MORE CHALLENGE write it in the chart.
 - Discuss with your group: How does this quote support the overall point of the text?
 - "This quote supports the overall point of the text because _____."

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>"In the most critical early phase of a disaster, a community will usually have to rely on its own resources to handle acute problems."</p>	<p>critical = <i>very important</i></p> <p>phase = <i>stage</i></p> <p>rely on = <i>to depend on or count on</i></p> <p>resources = <i>money, materials, people, and other useful things that can be used to help with something</i></p> <p>acute = <i>very serious</i></p>	<p><i>In the important early stages of a disaster, a community usually needs to count on its own money, materials, and people to deal with serious problems.</i></p>
<p>"But thanks to a well-organized emergency response plan, Hamden's town leaders and emergency workers were prepared. They handled the disaster with a minimum of confusion and outside help. Nobody was killed."</p>	<p>emergency response = <i>what someone does in a dangerous situation</i></p> <p>prepared = <i>ready</i></p> <p>minimum = <i>a very little bit</i></p> <p>confusion = <i>a feeling of not knowing what to do or think clearly</i></p> <p>outside help = <i>someone not from your community comes to assist you</i></p>	
<p>Natural disasters can't be prevented. Often, they can't even be predicted. Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can abruptly change course.</p>	<p>prevented = <i>to stop something from happening</i></p> <p>predicted = <i>to know ahead of time when something will happen</i></p> <p>abruptly = <i>quickly and unexpectedly</i></p>	

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>MORE CHALLENGE:</p> <p>"Until we had serious floods, in 1982, our emergency plans were gathering dust in someone's office. We thought nothing could ever happen to us," says Hamden's deputy fire chief, Walter MacDowell. "We were totally unprepared for those floods. But after that, we made sure we knew what we were doing. When the tornadoes hit, we were ready."</p>	<p>serious = <i>a serious situation is extremely bad or dangerous</i></p> <p>gathering dust = <i>not being used</i></p>	

Day 4

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

Is your community vulnerable to a natural disaster? How well would your community cope?

1. With a partner:

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

2. List synonyms and antonyms for *vulnerable* to below, after discussing with your partner.

Synonyms: _____

Antonyms: _____

3. Do you think your community is vulnerable to a natural disaster? Why or why not?

I think our community (is/is not) vulnerable to a natural disaster because

4. What do you think *well* means in this sentence?

In this sentence, I think *well* means

_____.

A synonym for *well*, as used in this sentence, is _____.

5. Are you good at art? How well would you _____?

Sketch your sentence below:

6. Is your community _____? How well would _____?

_____?



Additional Work with Complex Text



Unit 1, Week 1: Language Dive Guide: "How Well Is Your Community Prepared?"

Notes	Refer to the Language Dive in Module 3, Unit 1, Lesson 2, for detailed notes on how the Language Dive format has changed starting in Module 3.
Sentence	Is your community vulnerable to a natural disaster? How well would your community cope? (from Paragraph 7 of "How Well Is Your Community Prepared?")
Rationale	<p>These sentences are compelling because they use the homograph <i>well</i> and the conditional verb <i>would</i> to help address L.5.1c and L.5.5c, and provide students with an example of how they might use questions in their writing to engage their readers. The sentences connect to the guiding question by inviting students to consider how their community might prepare for a natural disaster.</p> <p>Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure How well would. Note that the focus structure practice is presented out of order to provide context, allowing for better understanding and discussion. Note also that this Language Dive includes two sentences because the sentences work in conjunction with each other to meaningfully engage the reader.</p> <p>After discussing the focus structure, students practice using it to discuss something in their own lives. Students will practice using the meaning and structure of these sentences during Writing Practice in Week 2, when students write to engage their readers in their PSA during the module lessons and to demonstrate their understanding of word relationships on the Mid-Unit 2 Assessment.</p>
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 Teacher-Guided Student 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 1, Week 1: Language Dive Chunk Chart: "How Well Is Your Community Prepared?"

Unit 1

Is your community vulnerable to	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ▪ <i>your community</i>: "What is this sentence about?" The place where you live. <i>your</i> refers to the reader and addresses any person or people who may be reading this text. (noun phrase) ▪ "What does this sentence ask us?" This sentence starts with the word <i>Is</i>, indicating that this sentence is written in the form of a question. It asks if your community is likely to be harmed by something. We will find out what the community might be <i>vulnerable to</i> in the subsequent chunk. (main clause; independent clause) ▪ Students can take 30 seconds in pairs to list synonyms for <i>vulnerable to</i> (examples: <i>susceptible to, at risk of</i>). Then they can switch pairs and list antonyms for <i>vulnerable to</i> (examples: <i>unsusceptible to, safe from</i>) and discuss how replacing <i>vulnerable to</i> with an antonym would change the meaning of this chunk. Note how the preposition following the adjective changes depending on the synonym or antonym used to replace <i>vulnerable to</i>, and explicitly point this out to students as a way to practice collocations. 📝 Step # 2 ▪ "Can you figure out why the author chose to use a question?" The author uses a question to engage readers in a meaningful way, inviting everyone to think about their own communities as they read this text.
a natural disaster?	
Deconstruct: Language Goals	<ul style="list-style-type: none"> ▪ "What might your community be vulnerable to?" <i>a natural disaster</i>, which we have been learning about throughout this unit as well as in this text. Note how the meaning changes if we remove <i>a</i> in this chunk, and add a plural <i>-s</i> to <i>natural disaster</i>, making it <i>natural disasters</i>. (noun phrase) ▪ Students can take 30 seconds in pairs to discuss the natural disaster they are researching in their expert group, and whether or not they think their community is vulnerable to the natural disaster they are researching. Then they can take 30 seconds to share as a class and further discuss whether or not they think their community is vulnerable to natural disasters in general. 📝 Step # 3

How well would

Deconstruct: Language Goals

- *How*: “Can you figure out why the author starts this sentence with the word *How*?” The author starts with the word *How* to form a question, engaging the reader in a meaningful way as noted in the previous sentence. This question builds on the previous question in order to further our engagement and make us think. (adverb; question word)
- “What does this chunk ask us?” *How* is used to ask about the degree or extent of something; this chunk is asking *how well* something would be done, or the *degree to which* something would be done *satisfactorily*. Note that *how* is also commonly used to ask about the way or manner in which something is done. (adverbial phrase)
- *well*: Students can take 30 seconds in pairs to discuss different meanings of the word well. Example: (*adverb*) *in a successful or satisfactory way*; (*noun*) *a deep hole in the ground from which people take water*. They can then explain which meaning of the word they think is used in this sentence. They can switch pairs and list synonyms for the word *well* as it is used in this sentence (examples: *satisfactorily, effectively*). 📝 Step # 4
- *would*: Note that *would* is used to express something that is conditional, referring to the result of a possible or imagined situation. Students can discuss how the meaning changes if we replace *would* with *will* or *did*.

your community cope?

Deconstruct: Language Goals

- “What does this chunk tell us?” This chunk gives us more information about what the author is asking. *cope* means to deal with something effectively; the author is asking the degree to which *your community* would satisfactorily deal with a natural disaster, mentioned in the first two chunks. Note that we could add *if there were a natural disaster* at the end of this chunk to further clarify the meaning.
- Place this chunk next to the first three chunks, in the correct order. Students can discuss how these sentences work in conjunction with each other, one building upon the other to engage the reader. (Responses will vary, but may include: The first question engages us in a meaningful way by asking us to think about the idea of a natural disaster in our own community; the second question builds on the first question by asking us to think about what it might look and sound like to effectively deal with a natural disaster if we had one.)

<i>How well would</i>	
Practice (Focus structure)	<ul style="list-style-type: none"> ■ “Are you good at art? How well would you _____?” (Example: How well would you <u>paint a portrait of yourself</u>?) 📖 Step # 5 — To provide lighter support: “Can you think of a synonym to use in place of the word <i>well</i>?” — To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame.
Is your community vulnerable to a natural disaster? How well would your community cope?	
Reconstruct	<ul style="list-style-type: none"> ■ “How can you say these sentences in your own words?” Is the place where you live susceptible to a natural disaster? To what degree would your community be able to deal with a natural disaster effectively? ■ “How does this Language Dive add to your understanding of the guiding question that asks how we can prepare for a natural disaster?” It invites us to consider if our own community is prepared for a natural disaster, and what it would look and sound like for our community to respond to one.
Practice (Sentence)	<ul style="list-style-type: none"> ■ “Is your community _____? How well would _____?” (Is your community <u>prepared for a natural disaster</u>? How well would <u>people in your community respond</u>?) 📖 Step # 6 — To provide lighter support: “Can we combine these two sentences into one sentence? What would we have to remove or change?” — To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. ■ Language Chunk Wall suggestions: <ul style="list-style-type: none"> — Question language: Is your community vulnerable to / <i>How well would</i> — Verbs and verb phrases (actions, states of being): Is your community vulnerable to / <i>How well would</i> / your community cope? — Nouns and noun phrases and clauses (people, places, things, ideas): Is <u>your community vulnerable to</u> / a natural disaster? — Adjectives and adjectival phrases and clauses (describing nouns): Is your community <u>vulnerable to</u> — Adverbs and adverbial phrases and clauses (describing verbs, adjectives, adverbs): <i>How well would</i>



Additional Work with Complex Text



Unit 1, Week 1: Language Dive Sentence Strip Chunks: "How Well Is Your Community Prepared?"

Is your community vulnerable to

a natural disaster?

How well would

your community cope?



Additional Work with Complex Text



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



Daily Learning Targets

Day 2:

- I can determine the meaning of unfamiliar words. (RI. 5.4)
- I can explain how an author supports specific points in the text. (RI.5.8)

Day 4:

- I can use verb tense to convey various conditions. (L.5.1c)
- I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)

Student Materials

Day 2:

- "How Well Is Your Community Prepared?"

Day 4:

- N/A

Directions:

Day 2

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

1. Complete the chart below.

Responses will vary, but may include:

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
"In the most critical early phase of a disaster, a community will usually have to rely on its own resources to handle acute problems."	critical = <i>very important</i> phase = <i>stage</i> rely on = <i>to depend on</i> resources = <i>money or something useful</i> acute = <i>very serious, important, critical</i>	<i>In the important early stages of a disaster, a community usually needs to count on its own money, materials, and people to deal with serious problems.</i>

Quote from the text	Another way to say the bolded words	MORE CHALLENGE: Quote in my own words
<p>"But thanks to a well-organized emergency response plan, Hamden's town leaders and emergency workers were prepared. They handled the disaster with a minimum of confusion and outside help. Nobody was killed."</p>	<p>emergency response = what someone does in a dangerous situation</p> <p>prepared = ready</p> <p>minimum = a very little bit</p> <p>confusion = a feeling of not knowing what to do or think clearly</p> <p>outside help = someone not from your community comes to assist you</p>	<p><i>Because the town of Hamden had an emergency plan, they were ready. Things went smoothly, and everyone knew what to do. They didn't need help from other people from outside the town.</i></p>
<p>Natural disasters can't be prevented. Often, they can't even be predicted. Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can abruptly change course.</p>	<p>prevented = to stop something from happening</p> <p>predicted = to know ahead of time when something will happen</p> <p>abruptly = quickly and unexpectedly</p>	<p><i>Natural disasters can't be stopped, and you may not even know when they are coming. Some can change without warning.</i></p>
<p>MORE CHALLENGE:</p> <p>"Until we had serious floods, in 1982, our emergency plans were gathering dust in someone's office. We thought nothing could ever happen to us," says Hamden's deputy fire chief, Walter MacDowell. "We were totally unprepared for those floods. But after that, we made sure we knew what we were doing. When the tornadoes hit, we were ready."</p>	<p>serious = a serious situation is extremely bad or dangerous</p> <p>gathering dust = not being used</p>	<p><i>Until we had the extremely bad flood, we were not using or practicing our emergency plans. We were not ready, but now we are ready. We learned our lesson.</i></p>



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Cards

Name: _____

Date: _____



Daily Learning Targets

Day 2 and Day 4:

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

Student Materials

Day 2 and Day 4:

- Expert group text
- Fluency Self-Assessment Checklist

Directions:

Day 2

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

Work with a partner.

1. Read the highlighted criteria on your Fluency Self-Assessment Checklist and think about your fluency goal for the week.
2. Whisper Read:
Read your fluency passage from your expert group text out loud in a whisper voice. If you have time, read it again.
3. Stars and Steps Fluency Feedback:
 1. With a partner, take turns reading your passage aloud and receiving feedback.
 2. Decide which partner will read aloud first. This will be partner A.
 3. Partner A shares his or her fluency goals. Partner B asks any clarifying questions.
 4. Partner A reads the passage aloud. Partner B listens for things from partner A's fluency goals.

5. Partner B shares one star (one thing partner A did well when reading aloud) and one step to work on in order to meet his or her fluency goals. Partner A notes the feedback on his or her task card, below.

- "You _____(insert criterion)_____very well. Way to go!"
- "I noticed you _____. Maybe next time you could _____(insert criterion to work on)_____."
- "I think you may want to work on _____(insert criterion)_____ because _____."

4. Switch, and repeat steps with partner B.

Star	Step

Day 4

Work in a group of four.

1. Read the highlighted criteria on your Fluency Self-Assessment Checklist and think about your fluency goal.
2. Practice reading your fluency passage to yourself, whisper reading.
3. Each person in the group reads his or her fluency passage aloud while the group listens. After each read, each person in the group gives a star. For example: "I liked how you read that phrase more slowly. It emphasized it." The reader explains why he or she chose the particular passage.
 - "I liked how you _____. It helped _____."
 - "When you _____, it was easy to understand because _____."
 - "I noticed you _____. Good job!"
4. Self-assess where you are with each of the criteria on your checklist by placing a check mark in the appropriate column. Use a different color from the one you used on Day 1.
5. If time permits, share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.

MORE CHALLENGE:

If you have time, partners may practice reading a new fluency passage with the group.



Writing Practice

Unit 1, Week 2: Teacher Guide



Daily Learning Target

Day 1 and Day 3:

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

Teaching Notes

- In this component, students choose and respond to a prompt. This task supports students as they write and revise their PSAs in module Lessons 9–12. This task also gives students an opportunity to practice using questions to engage an audience, as well as to practice the focus structure and sentence practice “How well would _____ if ____?”, “Is your community _____?”, and “How well would _____?” using the homograph *well* and the conditional verb *would* from the Language Dive from Unit 1, Week 1: Additional Work with Complex Text.
- Note: Each of the writing prompts asks students to articulate information that may be adapted and used when they write their PSAs in module Lessons 9–12. Consider adapting the prompts to better meet the needs of your students.
- Differentiation: To provide heavier support, give students more time to orally process the prompt they will write on in step 1. Consider choosing one prompt as a group and orally processing together. If working with the ▲ group on a common prompt, consider generating and posting simple sentence frames with students. To provide more challenge, require students to write multiple letters over the week (in response to the fourth prompt) and then write an explanation of how they adapted each letter for the particular audience.
- **In advance:**
 - Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ✓ Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ Natural Disasters Research note-catcher (from module lesson 2; one per student)
- ✓ Paper (lined; one piece per student)
- ✓ Unit 1, Week 2: Writing Practice: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and read aloud the definition of *writing fluency* and each of the prompts. Clarify as needed.
 - ◆: Invite a student to read each prompt.
- Invite students to retrieve their **Natural Disasters Research note-catcher** (if needed) and work with a partner on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.

- If useful, invite students to briefly share out which prompt they will be writing on today. To provide more support, invite students who are writing on the same prompt to sit by each other and orally process periodically.
- Distribute **paper** and invite students to complete step 2.
 - ▲: Invite students to use the Paragraph Talk Through to orally process with a partner before beginning to write.
- Circulate to assist students. Consider working with a small group of students within the group to provide additional support.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 1, Week 2: Writing Practice: Student Task Card** for Day 2. Remind students they may finish writing the prompt they began today on Day 2. The goal for the week is not to write on every prompt but to write fluently and thoroughly on as many prompts as they can.

Instruction for Day 3

- Distribute the **Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and follow the same process as on Day 1.
- Read aloud the definition of *writing fluency* and read each of the prompts.
 - ▲: Invite students to continue working on the same prompt as on Days 1 and 2, revising if necessary. If students complete the prompt, consider inviting them to choose the same prompt again and to write a new response without looking at the first draft.
- Invite students to retrieve their **Natural Disasters Research note-catcher** (if needed) and work with a partner on step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- If useful, invite students to briefly share out which prompt they will be writing on today. To provide more support, invite students who are writing on the same prompt to sit by each other and orally process periodically.
- Invite students to complete step 2 and if needed, distribute **paper**.
 - ▲: Invite students to use the Paragraph Talk Through to orally process with a partner before beginning to write.
- Circulate to assist students. Consider working with a small group of students within the group to provide additional support.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 1, Week 2: Writing Fluency: Student Task Card** for Day 4. Remind students to write as fluently as they can for the full 15 minutes. Brainstorm focusing strategies as needed.

**Writing Practice****Unit 1, Week 2: Teacher-Guided Student Activity Cards (■●◆)****Name:** _____ **Date:** _____**Daily Learning Target****Days 1 and Day 3:**

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

Student Materials**Day 1 and Day 3:**

- Lined paper
- Natural Disasters Research note-catcher (optional)

Directions:**Days 1 and 3**

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

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

- A. (Cause and Effect) Explain the causes and the effects of the natural disaster you have been studying.
- B. (Description) Describe what happens during the natural disaster that you have been studying. Use imaginative and descriptive language to help your reader really feel what's it like to be in the natural disaster.
- C. (Personal Experience) Do you have any personal experience with a natural disaster? Write about your experience to help the reader understand how people and places are affected by natural disasters.
- D. (Letter) Write a letter that tells your parents, the principal, or community leaders about what you've learned about the importance of an emergency preparedness plan. Give suggestions about what should be in a plan for your house, school, or community and how they might implement the plan.

Additional Language and Literacy Block

1. Discuss with a partner which prompt you will write on today: Use your Natural Disaster Research note-catcher as needed.
 - "I think I will write on the prompt that says _____ because ____."
 - "I will write something like ____."
 - "I think it will be a challenge to ____, so I will ____."
2. Write a paragraph (or more) in response to one of the prompts on the lined piece of paper. Be sure to practice using rhetorical questions.

MORE CHALLENGE:

Whisper read your paragraph to yourself. Make sure you didn't leave out any words and that the meaning is clear. Write at the bottom of your paper one thing you did well in this paragraph(s). Write one thing you think still needs work.

**Writing Practice****Unit 1, Week 2: Teacher-Guided Student Activity Cards (▲)****Name:** _____ **Date:** _____**Daily Learning Target****Days 1 and Day 3:**

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

Student Materials**Day 1 and Day 3:**

- Lined paper
- Natural Disasters Research note-catcher (optional)

Directions:**Days 1 and 3**

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

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

- A. (Cause and Effect) Explain the causes and the effects of the natural disaster you have been studying.
- B. (Description) Describe what happens during the natural disaster that you have been studying. Use imaginative and descriptive language to help your reader really feel what's it like to be in the natural disaster.
- C. (Personal Experience) Do you have any personal experience with a natural disaster? Write about your experience to help the reader understand how people and places are affected by natural disasters.
- D. (Letter) Write a letter that tells your parents, the principal, or community leaders about what you've learned about the importance of an emergency preparedness plan. Give suggestions about what should be in a plan for your house, school, or community and how they might implement the plan.

1. Discuss with a partner which prompt you will write on today: Use your Natural Disaster Research note-catcher as needed.
 - "I think I will write on the prompt that says _____ because__."
 - "I will write something like ____."
 - "I think it will be a challenge to ____, so I will ____."
2. Use the Paragraph Talk Through to discuss with a partner.

Conversation prompt:	Sentence frames:
<p>First, I will introduce the topic. I will write something like ...</p>	<p>Prompt A. Cause and Effect: "One of the most _____ things on the planet is a __ (natural disaster)____." "A __ (natural disaster) __ is complex, but we do know what causes it."</p> <p>Prompt B. Description: "Imagine this: _____." "Have you ever thought about _____?"</p> <p>Prompt C. Personal Experience: "A __ (natural disaster) is not just _____, but it also affects people's lives." "I was _____ when the __ (natural disaster) __ struck."</p> <p>Prompt D. Letter: "Being prepared for an emergency situation, such as a __ (natural disaster) __, is _____." "How would we respond if _____?"</p>

Conversation prompt:	Sentence frames:
Then I will develop the topic. I will write something like ...	<p>Prompt A. Cause and Effect: "A _____ is caused by _____." "The effects of a _____ can be devastating. For example, _____." "Is your community _____? How well would _____?"</p> <p>Prompt B. Description: "The first thing you feel is _____. Then comes _____." "How well would _____ if _____?" "How well would _____?"</p> <p>Prompt C. Personal Experience: "I remember clearly _____. Then, _____." "Can you imagine _____?" "How well would _____ if _____?"</p> <p>Prompt D. Letter: "There are _____ simple things you can do to prepare." "First of all, _____. Next, be sure to _____. Then you must _____. Finally, _____." "Is your community _____? How well would _____?" "How well would _____ if _____?"</p>
Finally, I will conclude. I will write something like ...	<p>Prompt A. Cause and Effect: "Thanks to modern science, we know _____."</p> <p>Prompt B. Description: "In the end, _____."</p> <p>Prompt C. Personal Experience: "Finally, I _____, and I knew I was safe."</p> <p>Prompt D. Letter: "Are we prepared for a _____?" "I urge you to consider _____."</p>

Additional Language and Literacy Block

Then, write a paragraph (or more) in response to one of the prompts on the lined piece of paper.

MORE CHALLENGE:

Whisper read your paragraph to yourself. Make sure you didn't leave out any words and that the meaning is clear. Write on the bottom of your paper one thing you did well in this paragraph(s). Write one thing you think still needs work.



Word Study and Vocabulary



Unit 1, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

Day 1:

- I can practice creating different forms of the same word. (L.5.4)

Day 3:

- I can practice using the prefix ex- and en-. (L.5.4b)

Student Materials

Day 1

- Word Forms chart
- Affix List
- Dictionary

Day 3

- Affix List
- Dictionary

Directions:

Day 1

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

Today, you will use your Affix List to create different word forms.

1. Set the timekeeper for 5 minutes.
2. Working with a partner, fill in the Word Forms chart.
 - Use your Affix List to help you.
 - If you both don't know, take a guess and try to create a word that makes sense.
 - If you don't finish the chart, that's okay.

3. After 5 minutes, find a new partner.
 - Compare your Word Forms chart. Hint: *There is often more than one answer.*
 - Put a check mark next to words you think are going to be in the dictionary.
 - Check to see which words from your list are in the dictionary.
 - Practice using the words in a sentence. See if you can make a sentence with two different forms of the same word!

4. Write one of your sentences below:

MORE CHALLENGE:

Write one of the words that was not in the dictionary. What do you think it would mean?

Day 3

Today, you will practice using the prefix ex- and en-.

Work with a partner.

1. Look up the meaning of both prefixes on your Affix List. Write them here:
 - Ex means _____.
 - En means _____.

2. Use the prefixes to explain the meaning of each of these words. Use the dictionary if you need.

Word	Sentence frame to discuss meaning
extinguish	_____ means _____. The "ex" tells me _____. You would use the word _____ in a sentence like this: _____.
ex-wife	
external	
explode	
exhale	
exterior	
endangered	_____ means _____. The "en" tells me _____. You would use the word _____ in a sentence like this: _____.
encourage	
enlist	
encircle	

3. Practice making new words by adding en- to the words below. Write the new word.

en + trust = _____.

The meaning is _____.

en + close = _____.

The meaning is _____.

en + joy = _____.

The meaning is _____.

en + tangle = _____.

The meaning is _____.

Additional Language and Literacy Block

MORE CHALLENGE:

Say and then write two sentences using any two of the words you worked with today.



Word Study and Vocabulary



Unit 1, Week 2, Day 1: Word Forms Chart

Directions:

Use your Affix List to create different word forms. Then check your thinking in a dictionary.

Noun Try: -ment, -ion, -or, -er -ian, -ness, -ism, -ance, -ty	Verb Try: -ed, -ing, -ize, or no affix	Adjective Try: -ful, -less, -able, -ive, -ish, -est, -y, -ial	Adverb Try: -ly	Student choice try a prefix, or any suffix
<i>department</i>	<i>departmentalize</i>	<i>departmentalized</i>	<i>departmentally</i>	<i>depart</i>
			<i>apologetically</i>	
		<i>regular</i>		
<i>disaster</i>				
	<i>injure</i>			
<i>abruptness</i>	<i>[none]</i>	<i>abrupt</i>		
MORE CHALLENGE:				
	<i>coordinate</i>			
		<i>repetitious</i>		
		<i>responsive</i>		



Word Study and Vocabulary



Unit 1, Week 2, Day 1: Word Forms Chart (Answers, for Teacher Reference)

NOTE: Students may create nonsense words as they experiment with different affixes. Encourage students to explain what the word would mean if it was in the dictionary. Responses will vary, but may include:

Noun	Verb	Adjective	Adverb	Student choice
department	departmentalize	departmentalized	departmentally	depart
apology	apologize	apologetic	apologetically	non-apology
regulator	regulate	regular	regularly	irregular
disaster	(student may make words not yet found in a dictionary like "disasterize")	disastrous	disastrously	disastrousness
injury	injure	injurious	injuriously	reinjure
abruptness	[none]	abrupt	abruptly	(student may make words not yet found in a dictionary like "unabruptly")
MORE CHALLENGE:				
coordination	coordinate	coordinated	coordinately	uncoordinated
repetition	repeat	repetitious	repetitiously	nonrepeating
responsiveness	respond	responsive	responsively	unresponsive



Independent Reading



Unit 1, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

Day 1 and Day 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.5.10, 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 the task.

1. Read your free choice reading text independently 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

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

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

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

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.
 - “This text is mostly about _____.”
 - “The main idea of this text is _____. Three details are _____ and _____ and _____.”
 - “So far, this is briefly what has happened: First, _____. Then, _____. Next, _____. Lastly, _____.”
 - “Right now, __ (character) _____ wants _____, but ____ (the problem). So, _____.”
 - Share a review of the text with reasons to justify your review.
 - “I like/don’t like this text because _____. For example, _____. Additionally, _____.”

- “I would/would not recommend this text because _____. For instance, _____. Furthermore, _____.”
 - “I think this text is ___(great, boring, exciting, engaging, informative, confusing)_____ because _____. An example of this is _____.”
3. Group: As the facilitator shares, consider what else you would like to know about his or her text. Prepare a question about it.
 4. Timekeeper: Set a 2-minute timer.
 5. Group: Ask him or her questions.
 - “When you said _____, what did you mean?”
 - “How does _____ relate to _____?”
 - “Why did you choose to share _____?”
 - “Can you say more about _____?”
 - “How is _____ similar to or different from what _____?”
 - “Can you give an example of _____?”
 6. Repeat with each person in the group.



Word Study and Vocabulary

Unit 1, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (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 root *rupt*. (RF.5.3a, L.5.4b)

Teaching Notes

- On Day 2, students focus on the *well-organized* academic vocabulary word with the suffix *-ize*. On Day 4, they focus on the academic vocabulary word *abruptly* with the root *rupt*. They practice using and analyzing the word with a Vocabulary Tree to gain a deeper understanding of its meanings and usage.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, and if time allows for it, use the Mini Language Dive.
- **In advance:**
 - Prepare the independent Student Task Cards.

Materials

Day 2 and Day 4

- ✓ Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (one piece; used by the teacher to define the word)
- ✓ Affix List (from Module 1; one per student)
- ✓ **Day 2 only:** Unit 1, Week 2: Word Study and Vocabulary: Student Task Cards (one to display)

Instruction for Day 2

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss and chart the meaning of the word on **chart paper**.
- Define the prefix *well* (an adverb that means *in a skillful way*). Invite students to revisit the word *well* used in the Language Dive from Unit 1, Week 2: Additional Work with Complex Text and to review its definition: (*adverb*) *in a successful or satisfactory way*. Students can discuss whether the word *well* is used in the same way or in a different way from how it was used in the Language Dive.

- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. 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 another component.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.
- Briefly discuss the hyphen between the prefix *well* and the word *organized*. Name other common prefixes that sometimes have hyphens, such as *non-*, *re-*, and *pre-*. Give examples. Explain that hyphens are used to avoid double vowels, as in *re-enter*. They are used with proper nouns (*un-British*). They are also often used with the prefix *ex-* (*ex-wife*) and *self-* (*self-doubt*).
- Guide students through completing the Word Form chart in step 2 on the activity card.
 - ▲: Model by thinking aloud and trying several affixes. Then write the answers on chart paper. Invite students to use the different word forms of *organized* in sentences.
 - ◆: Invite students to work in pairs and use the different word forms of *organized* in sentences.
- As time permits, add additional words to the Word Form chart, including *internalize*, *energize*, *localize*, and *vocalize*. Encourage students to try out different affixes, even if they make nonsense words.
- Invite students to complete step 4 with a partner. If needed, complete the step as a whole group.
 - ◆: Challenge students to use three or more words from the chart in the same sentence.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 1, Week 2: Word Study and Vocabulary: Student Task Card** for Day 3.

Instruction for Day 4

- Distribute the **Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss the meaning. Invite students to use the sentences before and after the sentence with the word *abruptly* in it to help determine its meaning. For example, the words *suddenly*, *can turn*, and *explode* all have similar meanings to *abruptly*. Chart the meaning of the word on **chart paper**.
 - ▲: Invite students to brainstorm other words or phrases that are synonyms to *suddenly* or *abruptly* (e.g., *quickly*, *swiftly*, *all of a sudden*). Then they can brainstorm antonyms for *suddenly* or *abruptly* (e.g., *gradually*, *slowly*, *over time*).
- Invite students to deconstruct the word into the root and the affixes using their **Affix List** in step 1 with a partner. 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 another component.
- Debrief the students' thinking in step 1 and invite student volunteers to share their thinking.

- ▲ Mini Language Dive: “If you live in a large community, / **chances are there’s an emergency preparedness office** / in your town.”
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *chances are*: “Can you figure out what chances are means in this sentence?” *Chances are* means *it is likely* or *it is probable that*. The information that follows *is likely*, but not certain, to be true. Note that we can add *that* after *chances are* without changing the meaning. (idiom; collocation)
 - “What does this chunk tell us? This chunk tells us that it is likely that *an emergency preparedness office* exists, which is an office that helps prepare a community for a natural disaster. Note that the information in this chunk is likely *if you live in a large community*, as mentioned in the previous chunk. (main clause; independent clause)
 - Students can take 30 seconds in pairs to discuss what they think an emergency preparedness office would do to prepare for a natural disaster. Then they can switch pairs and discuss how this preparation would help a community respond to a natural disaster.
 - Practice:

“If _____, chances are _____.” (If you like playing outside, chances are you’ll have fun on the playground.)
 - Reconstruct: Reread the sentence. Ask:

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

“If you live in a _____, chances are _____.” (If you live in a small town, chances are you will know a lot of the people who live there.)
- Guide students through completing the Vocabulary Tree for the root *rupt*.
 - ▲: Invite students 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. If useful, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ◆: Invite students to write several sentences. If useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- 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 1, Week 2: Teacher-Guided Student Activity Cards (■)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 2:**

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (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 root *rpt*. (RF.5.3a, L.5.4b)

Student Materials**Day 2 and Day 4:**

- Affix List

Directions:**Day 2**

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

"But thanks to a **well-organized** emergency response plan, Hamden's town leaders and emergency workers were prepared."

Source: "How Well Is Your Community Prepared?"

The word is "**well-organized.**"

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

Prefix	Root	Suffix	Definition of Affixes
	organ	-ize -ed	

- Practice making different forms of the word "well-organized" by filling in the chart below.

Noun	Verb	Adjective	Adverb	Student Choice
		well-organized		

- Now put other verbs on the chart above that end in *-ize*, such as *internalize*, *energize*, *localize*, and *vocalize*.
- Practice saying the words in the chart above in sentences.

Day 4

"Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can **abruptly** change course. An afternoon shower can turn into flooding rains. Harmless snow storms can explode into mighty blizzards."

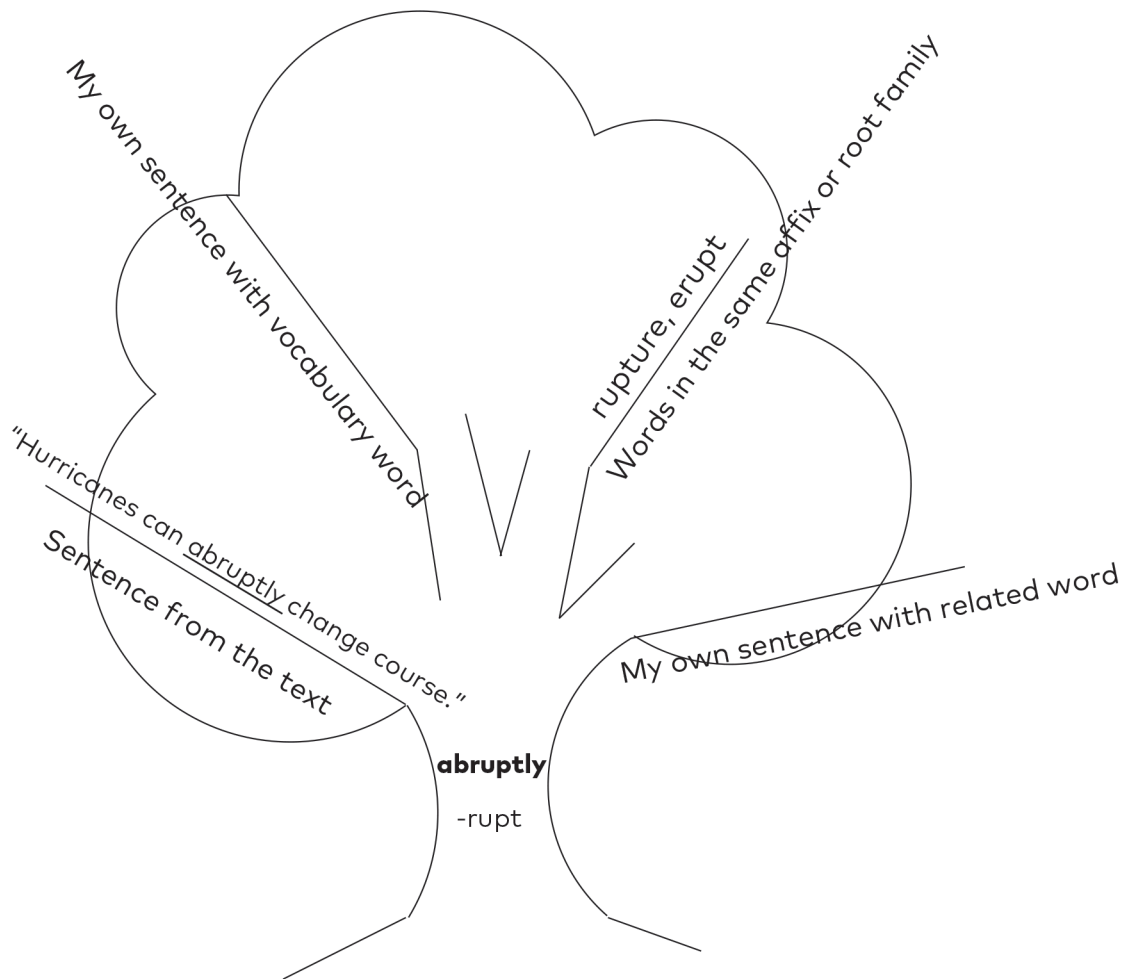
Source: "How Well Is Your Community Prepared?"

The word is **"abruptly."**

- 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 Affixes
	rupt	-ly	

2. Complete the Vocabulary Tree for **abruptly**.





Word Study and Vocabulary



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

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (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 root *rupt*. (RF.5.3a, L.5.4b)

Student Materials

Days 2 and 4:

- Affix List

Directions:

Day 2

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

"But thanks to a **well-organized** emergency response plan, Hamden's town leaders and emergency workers were prepared."

Source: "How Well Is Your Community Prepared?"

The word is "**well-organized.**"

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

Prefix	Root	Suffix	Definition of Affixes
	organ		

2. Practice making different forms of the word "well-organized" by filling in the chart below.

Noun	Verb	Adjective	Adverb	Student Choice
		well-organized		

3. Now put other verbs on the chart above that end in *-ize*, such as *internalize*, *energize*, *localize*, and *vocalize*.
4. Practice saying the words in the chart above in sentences.

Day 4

"Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can **abruptly** change course. An afternoon shower can turn into flooding rains. Harmless snow storms can explode into mighty blizzards."

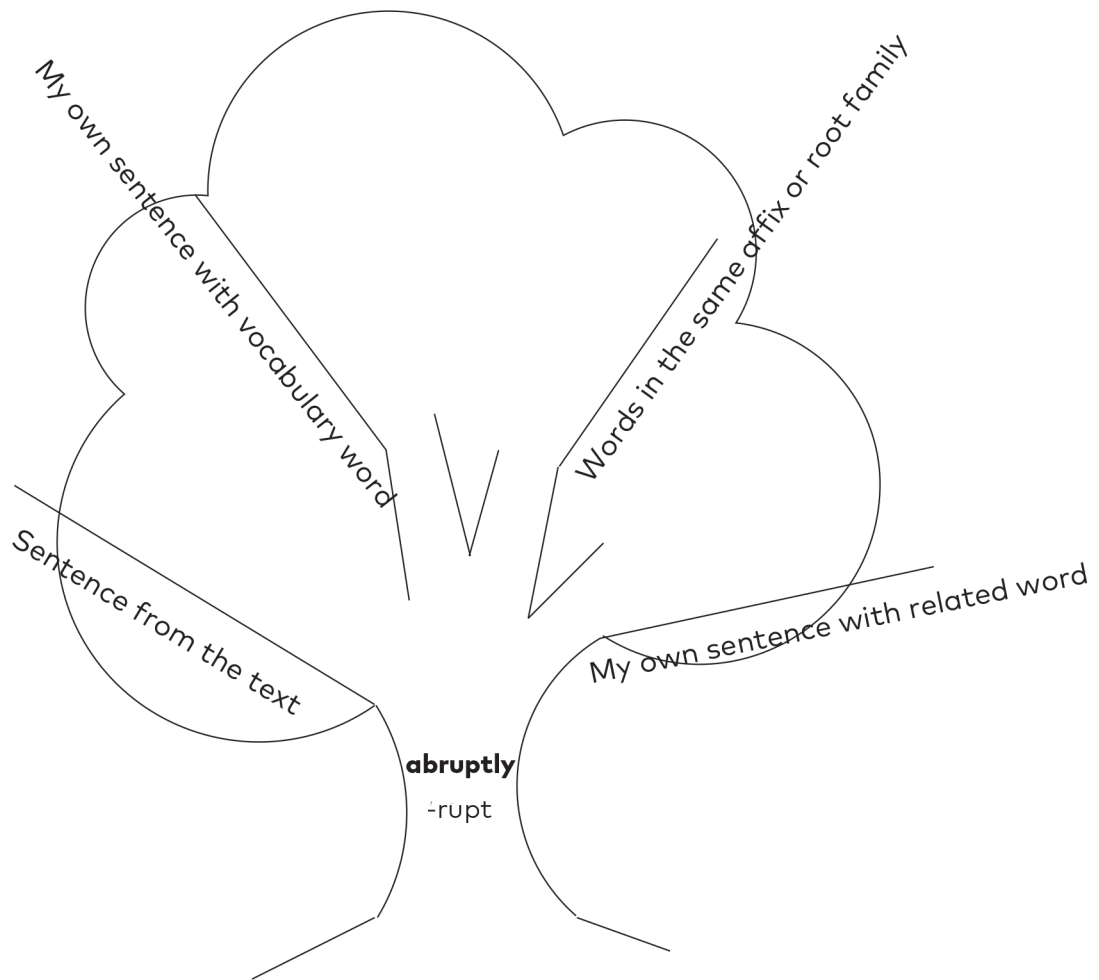
Source: "How Well Is Your Community Prepared?"

The word is "**abruptly.**"

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
	rupt		

2. Complete the Vocabulary Tree for **abruptly**.



**Word Study and Vocabulary****Unit 1, Week 2: Teacher-Guided Student Activity Cards (▲)****Name:** _____ **Date:** _____**Daily Learning Targets****Day 2:**

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (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 root *rupt*. (RF.5.3a, L.5.4b)

Student Materials**Days 2 and 4:**

- Affix List

Directions:**Day 2**

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

"But thanks to a **well-organized** emergency response plan, Hamden's town leaders and emergency workers were prepared."

Source: "How Well Is Your Community Prepared?"

The word is "**well-organized.**"

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

Prefix	Root	Suffix	Definition of Affixes
	organ	-ize -ed	

- Practice making different forms of the word "well-organized" by filling in the chart below.

Noun	Verb	Adjective	Adverb	Student Choice
		well-organized		

- Now put other verbs on the chart above that end in *-ize*, such as *internalize*, *energize*, *localize*, and *vocalize*.
- Practice saying the words in the chart above in sentences.

Day 4

"Phenomena such as earthquakes and tornadoes strike suddenly. Hurricanes can **abruptly** change course. An afternoon shower can turn into flooding rains. Harmless snow storms can explode into mighty blizzards."

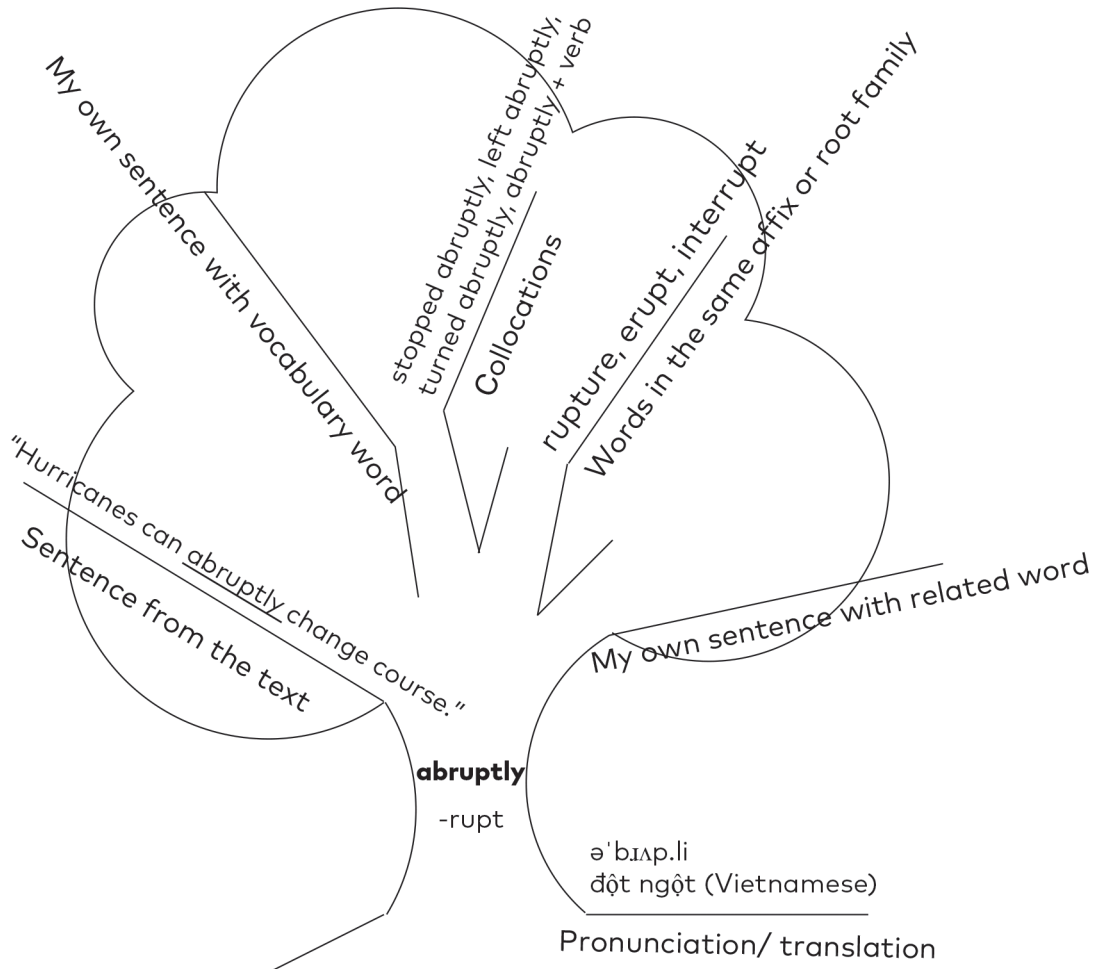
Source: "How Well Is Your Community Prepared?"

The word is "**abruptly.**"

- 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
	rupt-break or burst	ly	

2. Fill in the Vocabulary Tree for **abruptly**.





Word Study and Vocabulary



Unit 1, Week 2: Teacher-Guided Student Activity Cards (■●◆) (Answers, for Teacher Reference)



Daily Learning Targets

Day 2:

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (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 root *rupt*. (RF.5.3a, L.5.4b)

Student Materials

Days 2 and 4:

- Affix List

Directions:

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

Prefix	Root	Suffix	Definition of Affixes
well-	organ	<i>-ize</i> <i>-ed</i>	<i>well means done with skill or good intentions</i> <i>ize means to make, to cause to become</i> <i>ed means past tense</i>

2. Practice making different forms of the word "well-organized" by filling in the chart below.

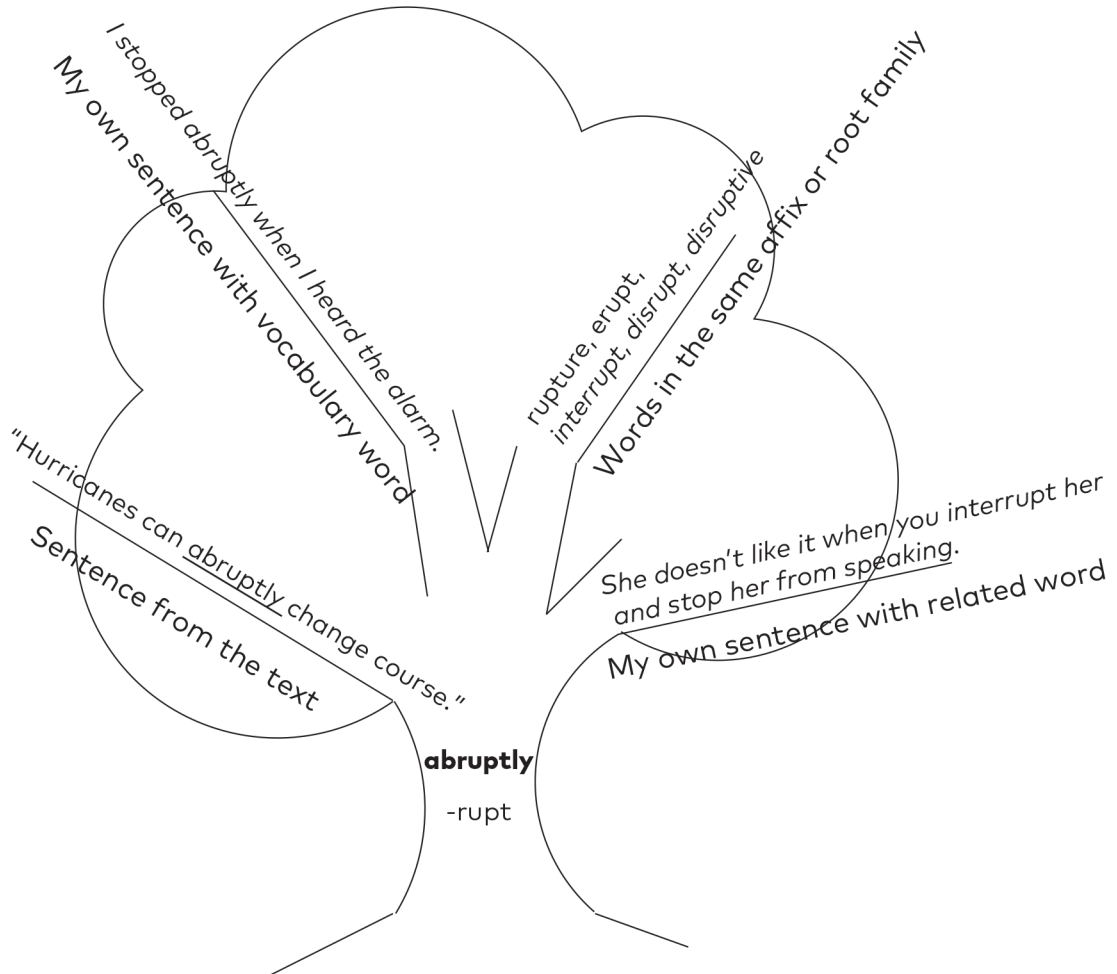
Noun	Verb	Adjective	Adverb	Student Choice
<i>organization</i>	<i>organize</i>	<i>well-organized</i> <i>organizational</i>	<i>organizationally</i>	<i>disorganized</i>
<i>internalization</i>	<i>internalize</i>	<i>internal</i> <i>internalized</i>	<i>internally</i>	<i>non-internal</i>
<i>energy</i>	<i>energize</i>	<i>energized</i> <i>energetic</i>	<i>energetically</i>	<i>unenergetically</i>
<i>location</i> <i>local</i>	<i>localize</i>	<i>local</i> <i>localized</i>	<i>locally</i>	<i>localness</i> <i>located</i>
<i>vocalization</i>	<i>vocalize</i>	<i>vocal</i> <i>vocalized</i>	<i>vocally</i>	<i>nonvocal</i>

3. Now put other verbs on the chart above that end in *-ize*, such as *internalize*, *energize*, *localize*, and *vocalize*.
4. Practice saying the words in the chart above in sentences.

Day 4

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

Prefix	Root	Suffix	Definition of Affix
	<i>rupt-break or burst</i>	<i>-ly</i>	<i>ly=characterized by</i>





Word Study and Vocabulary



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



Daily Learning Targets

Day 2:

- I can practice changing the form of words. (L.5.4)
- I can practice using words with the suffix *-ize*. (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 root *rupt*. (RF.5.3a, L.5.4b)

Student Materials

Days 2 and 4:

- Affix List

Directions:

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

Prefix	Root	Suffix	Definition of Affixes
well-	organ	<i>-ize</i> <i>-ed</i>	<i>well means done with skill or good intentions</i> <i>ize means to make, to cause to become</i> <i>ed means past tense</i>

Additional Language and Literacy Block

- Practice making different forms of the word "well-organized" by filling in the chart below.

Noun	Verb	Adjective	Adverb	Student Choice
<i>organization</i>	<i>organize</i>	<i>well-organized</i> <i>organizational</i>	<i>organizationally</i>	<i>disorganized</i>
<i>internalization</i>	<i>internalize</i>	<i>internal</i> <i>internalized</i>	<i>internally</i>	<i>non-internal</i>
<i>energy</i>	<i>energize</i>	<i>energized</i> <i>energetic</i>	<i>energetically</i>	<i>unenergetically</i>
<i>location</i> <i>local</i>	<i>localize</i>	<i>local</i> <i>localized</i>	<i>locally</i>	<i>localness</i> <i>located</i>
<i>vocalization</i>	<i>vocalize</i>	<i>vocal</i> <i>vocalized</i>	<i>vocally</i>	<i>nonvocal</i>

- Now put other verbs on the chart above that end in *-ize*, such as *internalize*, *energize*, *localize*, and *vocalize*.
- Practice saying the words in the chart above in sentences.

Day 4

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

Prefix	Root	Suffix	Definition of Affix
	rupt-break or burst	-ly	ly=characterized by





Writing Practice



Unit 1, Week 2: Student Task Cards

Name: _____

Date: _____



Daily Learning Target

Day 2 and Day 4:

- I can write fluently for 15 minutes. (W.5.2, W.5.4, W.5.10)

Student Materials

Day 2 and Day 4:

- Paragraphs from Day 1 and/or Day 3
- Lined paper

Directions:

Days 2 and 4

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

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

- (Cause and Effect) Explain the causes and the effects of the natural disaster you have been studying.
- (Description) Describe what happens during the natural disaster that you have been studying. Use imaginative and descriptive language to help your reader really feel what's it like to be in the natural disaster.
- (Personal Experience) Do you have any personal experience with a natural disaster? Write about your experience to help the reader understand how people and places are affected by natural disasters.
- (Letter) Write a letter that tells your parents, the principal, or community leaders about what you've learned about the importance of an emergency preparedness plan. Give suggestions about what should be in a plan for your house, school, or community and how they might implement the plan.

1. Your goal is to write fluently for the full 15 minutes.
2. If needed, finish writing on the prompt you started on Day 1 (or Day 3).
3. Write on another prompt on the lined piece of paper.

MORE CHALLENGE:

Revise one of your paragraphs from Day 1, 2, or 3.