Education
Language Arts

Grade 5: Module 4 Unit 2

Additional Language and Literacy Block

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

Grade 5: Module 4

Unit 2

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 2 OVERVIEW	
Reading and Speaking Fluency/GUM L.5.2a, L.5.2.c	• Students review and practice using commas in a series and to set off words and phrases. • *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.5.1a, L.5.2b, L.5.4	• Students work more deeply with the author's note from *Eight Days: A Story of Haiti*. They read the note to determine the author's purpose and process. 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.5.10, 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.5.5, W.5.10	• Students read QuickWrites from the beginning of Unit 2, set a goal, and practice quick writing. • *ELLs complete the same activities as other students.* • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
Word Study and Vocabulary RF.5.3a, L.5.4b, L.5.5c, L.5.6	• Students practice using common homographs. Students analyze two academic vocabulary words and their affixes (using Vocabulary Trees) 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.)

ALL 5M4 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 1 ALL Block: Week 1, Day 1	**Reading and Speaking Fluency/GUM** **Overview:** With the teacher, students review how to use a comma and/or semicolon to separate items in a series. **Learning Target: I can use punctuation to separate items in a series.** (L.5.2a) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (■), (●◆▲)	**Additional Work with Complex Text** **Overview:** Students work in small groups to read the author's note from *Eight Days: A Story of Haiti*. **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.** (L.5.4) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, 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) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 1: Independent Reading: Student Task Cards
Lesson 2 ALL Block: Week 1, Day 2	**Additional Work with Complex Text** **Overview:** With teacher guidance, students look more closely at the evidence the author uses to support his or her point. **Learning Target: I can describe the purpose and process behind a text as described in the author's note.** (RI.5.2) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Unit 2, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (■ ●◆▲)	**Reading and Speaking Fluency/GUM** **Overview:** Students follow a task card to practice using a comma and/or semicolon to separate items in a series. **Learning Target: I can use punctuation to separate items in a series.** (L.5.2a) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 1: Reading and Speaking Fluency/GUM: 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) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

(continued)

ALL 5M4 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 3 ALL Block: Week 1, Day 3	**Reading and Speaking Fluency/GUM** **Overview:** With the teacher, students review how to use a comma to set off words and phrases in a sentence. **Learning Target: I can use a comma to set off words and phrases.** (L.5.2c) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Additional Work with Complex Text** **Overview:** Students work in small groups to examine the author's evidence more concretely. **Learning Target: I can explain how well an author supports his or her stated purpose and process.** (RI.5.8) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** Students read their research reading text, identify vocabulary, log their reading, and respond to a prompt. **Learning Target: I can ask questions about what I read in my text.** (RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 4 ALL Block: Week 1, Day 4	**Additional Work with Complex Text** **Overview:** With teacher guidance, students complete a Language Dive focused on explaining the function of the conjunction *yet* to help address L.5.1a, and using a comma to separate an introductory element from the rest of the sentence to help address L.5.2b. **Learning Targets: I can explain the function of conjunctions in a sentence.** (L.5.1a) **I can use a comma to separate an introductory element from the rest of the sentence.** (L.5.2b) *ELLs complete the same activities as other students.* **Printed Materials:** • Language Dive Guide: *Eight Days: A Story of Haiti* • Language Dive Chunk Chart: *Eight Days: A Story of Haiti* • Language Dive Sentence Strip Chunks: *Eight Days: A Story of Haiti*	**Reading and Speaking Fluency/GUM** **Overview:** Students follow a task card to practice using a comma to set off words or phrases in a sentence. **Learning Target: I can use a comma to set off words and phrases.** (L.5.2c) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** Students participate in a Research Share within the group. **Learning Target: I can listen carefully and ask questions of others about their research reading.** (RI.5.10, SL.5.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 5	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		

(continued)

ALL 5M4 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 6 ALL Block: Week 2, Day 1	**Writing Practice** **Overview:** With teacher guidance, students review their past QuickWrites, looking for patterns of strengths and challenge. Then they set a goal for the week. **Learning Targets: I can find patterns of strength and challenges in my writing.** (W.5.4, W.5.5) **I can set a goal, based on my own writing challenges, to help improve my quick writing skills.** (W.5.5) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** • Unit 2, Week 2: Writing Practice: Teacher Guide • Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (■ ● ◆ ▲)	**Word Study and Vocabulary** **Overview:** Students follow a task card to review the definition of common homographs and practice using them. **Learning Target: I can use homographs correctly.** (L.5.5c) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2: Word Study and Vocabulary: 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) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, Week 2: Independent Reading: Student Task Cards

(continued)

ALL 5M4 UNIT 2 SAMPLE CALENDAR *(Continued)*			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 7 ALL Block: Week 2, Day 2	**Word Study and Vocabulary** **Overview:** With teacher guidance, all students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word *population* with a focus the root *pop* and *populus*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. **Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *pop* and *populus*.** (RF.5.3, L.5.4b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.* **Printed Materials:** • Unit 2, Week 2: Word Study and Vocabulary: Teacher Guide • Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (■), (●◆), (▲)	**Writing Practice** **Overview:** Students follow a task card to rewrite a QuickWrite from module Lessons 1–4. **Learning Target: I can effectively write quickly.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** • Unit 2, 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) *ELLs complete the same activities as other students.* **Printed Materials:** N/A
Lesson 8 ALL Block: Week 2, Day 3	**Writing Practice** **Overview:** With teacher guidance, students review their QuickWrite from Day 2. **Learning Target: I can evaluate and improve my QuickWrites.** (W.5.4, W.5.5) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Word Study and Vocabulary** **Overview:** Students follow a task card to practice using the academic word *population* in context. **Learning Target: I can practice using an academic word in context.** (L.5.6) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** Students read their free choice reading text, identify vocabulary, log their reading, and choose a prompt to which to respond. **Learning Target: I can choose and respond to a prompt about my free choice reading text.** (RL.5.10/RI.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

(continued)

ALL 5M4 UNIT 2 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	**Teacher-Guided Component**	**Independent Work Component**	**Independent Work Component**
Lesson 9 ALL Block: Week 2, Day 4	**Word Study and Vocabulary** **Overview:** With teacher guidance, all students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word *equivalent* with a focus the prefix *equ-* and *equi-*. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program. **Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the prefix *equ-* and *equi-*.** (RF.5.3a, L.5.4b) *ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.* **Printed Materials:** N/A	**Writing Practice** **Overview:** Students follow a task card to rewrite a QuickWrite from module Lessons 1–4. **Learning Target: I can effectively write quickly.** (W.5.2, W.5.4, W.5.10) *ELLs complete the same activities as other students.* **Printed Materials:** N/A	**Independent Reading** **Overview:** Students participate in a Text Share within the group. **Learning Target: I can listen carefully and ask questions of others about their free choice reading text.** (RI.5.10, SL.5.1) *ELLs complete the same activities as other students.* **Printed Materials:** N/A

Reading and Speaking Fluency/GUM

Unit 2, Week 1: Teacher Guide

Daily Learning Targets

Day 1:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 3:

- I can use a comma to set off words and phrases. (L.5.2c)

Teaching Notes

- On Day 1, students review the rules for using commas in a series and setting off words and phrases. On Day 3, students review the rules of using commas to set off words and phrases.
- Note: In these lessons, students work more deeply with skills taught in Unit 1 module lessons. Use student work from the module homework from Unit 1, the Using Commas to Set Off Words and Phrases and the Using Punctuation in a Series student handouts, and your own observations from Unit 1, Lessons 10–11 to guide instruction.
- **Differentiation:** Use student work from Unit 1 to group students. The ■ card allows more time for students to review and practice the rules as a group while the ●◆▲ card allocates more time for individual practice and asks students to create and correct their own examples. To provide heavier support, chart additional sentences to correct and work as a group to correct them. For additional challenge, allow students to post their own sentences that break the rules and invite the group to discuss which rule each sentence breaks and how to fix it.
- **In advance:**
  - Post the sentences from step 2 on each activity card on chart paper. Consider using errors from student work in place of or in addition to the practice sentences on the activity cards. Post errors anonymously.
  - Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (one per student)
- ☑ Chart paper (one piece per group; used to publicly display practice sentences)
- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review learning targets. Remind students that they worked on these standards in Unit 1 and that correctly using these punctuation marks helps make the writing more clear to the reader.

- Invite students to complete steps 1–2 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.
- Debrief the example sentences under each rule. Invite student volunteers to explain to the group why the author used the commas where he or she did in the examples. Encourage students to ask themselves the question listed in step 2.

  ■: Instead of a student volunteer, model thinking aloud through each example under step 2.
- Direct students' attention to practice sentences posted on **chart paper** and on their activity cards. Invite students to complete step 3.

  ■: Work as a group to complete the practice sentences. Ask students to turn and talk with a partner for each sentence and then invite a volunteer to correct the sentence on chart paper. Discuss as a group whether or not the sentence was corrected accurately and which rule it follows.

  ●▲: Students can work in pairs. Invite a student to model and think aloud the first one. Then allow pairs to work on the rest of the sentences and debrief.

  ◆: Students can work individually or in pairs. After students have completed the sentences, invite student volunteers to correct each posted sentence and ask the rest of the group to explain which rule it follows and why.
- Invite ■ ●▲ groups to complete steps 4–5. As time permits, invite students to share their sentences with the group.
- As time permits, invite students in the ■ group to complete the "More Challenge." Students can share their sentences with the group.
- Prepare students for the next day's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 2. Note: Students will use the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card on Day 2 as well.

Instruction for Day 3

- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review learning targets. Remind students that they worked on these standards in Unit 1 and that accurately using these punctuation marks helps make the writing more clear to the reader.
- Invite students to complete steps 1–2 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.
- Debrief the example sentences under each rule. Invite student volunteers to explain to the group why the author used the commas where he or she did in the examples.
- Follow the same routine from Day 1 to practice punctuating the sentences correctly. See Day 1 for suggested differentiations.

  - Direct students' attention to the practice sentences posted on **chart paper** and on their activity cards. Invite students to complete step 3.
  - Invite ■ ● ▲ groups to complete steps 4–5. As time permits, invite students to share their sentences with the group.
  - As time permits, invite students in the ■ group to complete the "More Challenge." Students can share their sentences with the group.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 4. Note: Students will use the Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card on Day 4 as well.

Reading and Speaking Fluency/GUM

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 3:

- I can use a comma to set off words and phrases. (L.5.2c)

Student Materials

☑ N/A

Directions:

Day 1

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

- With a partner, whisper read the rules and examples for using commas in a series:

  A *series* is a list of similar things that come one after another in a sentence.

  Rule 1: Use a comma to separate each item in the series.

  Examples:
  These storms can bring destructive winds, icing, sleet, and freezing rain.
  Before the blizzard, make sure you have an emergency kit, dress warmly, and have extra blankets in case you lose power.

  Rule 2: Use a semicolon to separate each item in the series when the items already include commas. This avoids confusion between the listed items.

  Example:
  Some major blizzards in the United States include the Great Blizzard of 1888, March 11–13, 1888; the Chicago Blizzard of 1967, January 26–27, 1967; and the Storm of the Century, March 12–15, 1993.

- Circle the commas in the example sentences on the previous page. Ask yourselves these questions and discuss with your partner why there is a comma or semicolon:
  - What items are being listed?
  - Are these all the same kind of words, grammatically? What are they?
  - Where did the author add commas?
  - Why did the author use a semicolon?

- Practice as a group:

A. There have been blizzards across the United States this winter including Salt Lake City, Utah, Chicago, Illinois, and Boston, Massachusetts.

B. Flooding high winds and heavy rains all come with hurricanes.

C. When the mountains oceans valleys and plains formed millions of years ago, there were probably earthquakes.

D. Lava smoke and ash fly up into the sky when a volcano erupts.

E. Volcanic eruptions landslides meteorites and earthquakes can all cause tsunamis.

F. Tornadoes are caused by warm, moist air dry, cold air and hot air all converging together.

MORE CHALLENGE:

Write your own sentence that follows one of the rules for commas you learned about today.

_____

_____

Day 3

1. With a partner, whisper read the rules and examples for using commas to set off words and phrases.

   Writers use commas to set off words and phrases such as the words *yes* or *no*, a question, or a direct address. They include these words and phrases in their writing to emphasize a point and to engage the audience.

   - **Rule 1:** Use a comma to set off the words *yes* or *no*.

     Example: Yes, even kids can prepare for blizzards.

   - **Rule 2:** Use a comma to set off a tag question from the rest of the sentence.

     Example: Blizzards sound scary, don't they?

   - **Rule 3:** Use a comma to indicate direct address.

     Example: New Yorkers, be sure to think about how to stay safe during a blizzard!

2. Circle the commas in the example sentences above. Discuss with your partner why the author used a comma.

3. Practice as a group:

   A. Principal Gomez what are we doing as a school to prepare for an emergency?

   B. No I don't think you should pack a turkey sandwich in your emergency pack.

   C. You have to have an emergency plan that is flexible don't you?

   D. The teacher knows how to keep us safe doesn't he?

   E. She's going to research some more about it today isn't she?

   F. Families don't forget to include a list of phone numbers in your emergency pack.

   G. Yes packing a small book or notebook and pen is a great idea.

MORE CHALLENGE:

Write your own sentence that follows one of the three rules for commas you learned about today.

_____

_____

Reading and Speaking Fluency/GUM

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 3:

- I can use a comma to set off words and phrases. (L.5.2c)

Student Materials

☑ N/A

Directions:

Day 1

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

- With a partner, whisper read the rules and examples for using commas in a series:

  A *series* is a list of similar things that come one after another in a sentence.

  Rule 1: Use a comma to separate each item in the series.

  Examples:
  These storms can bring destructive winds, icing, sleet, and freezing rain.

  Before the blizzard, make sure you have an emergency kit, dress warmly, and have extra blankets in case you lose power.

  Rule 2: Use a semicolon to separate each item in the series when the items already include commas. This avoids confusion between the listed items.

  Example:
  Some major blizzards in the United States include the Great Blizzard of 1888, March 11–13, 1888; the Chicago Blizzard of 1967, January 26–27, 1967; and the Storm of the Century, March 12–15, 1993.

- Circle the commas in the example sentences above. Ask yourselves these questions and discuss with your partner why there is a comma or semicolon:
  - What items are being listed?
  - Are these all the same kind of words, grammatically? What are they?
  - Where did the author add commas?
  - Why did the author use a semicolon?

- Practice with a partner:

  Use the sentence frame to help you: "I think there should be a comma/semicolon here because _____."

  A. There have been blizzards across the United States this winter including Salt Lake City, Utah, Chicago Illinois, and Boston, Massachusetts.

  B. Lava smoke and ash fly up into the sky when a volcano erupts.

  C. Volcanic eruptions landslides meteorites and earthquakes can all cause tsunamis.

  D. Tornadoes are caused by warm, moist air dry, cold air and hot air all converging together.

1. Write one or two sentences that break the rules you learned today.

   _____

   _____

   _____

   _____

2. Exchange cards with a partner and discuss how you would correct his or her sentences.

Day 3

1. With a partner, whisper read the rules and examples for using commas to set off words and phrases.

   Writers use commas to set off words and phrases such as the words *yes* or *no*, a question, or a direct address. They include these words and phrases in their writing to emphasize a point and to engage the audience.

   - **Rule 1:** Use a comma to set off the words *yes* or *no*.

     Example: Yes, even kids can prepare for blizzards.

   - **Rule 2:** Use a comma to set off a tag question from the rest of the sentence.

     Example: Blizzards sound scary, don't they?

   - **Rule 3:** Use a comma to indicate direct address.

     Example: New Yorkers, be sure to think about how to stay safe during a blizzard!

2. Circle the commas in the example sentences above. Discuss with your partner why the author used a comma.

3. Practice on your own.

   A. Principal Gomez what are we doing as a school to prepare for an emergency?

   B. No I don't think you should pack a turkey sandwich in your emergency pack.

   C. You have to have an emergency plan that is flexible don't you?

   D. She's going to research some more about it today isn't she?

   E. Families don't forget to include a list of phone numbers in your emergency pack.

   F. Yes packing a small book or notebook and pen is a great idea.

4. Write one or two sentences that break the rules you learned today.

_____

_____

_____

_____

5. Exchange cards with a partner and discuss how you would correct their sentences.

Reading and Speaking Fluency/GUM

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

Daily Learning Targets

Day 1:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 3:

- I can use a comma to set off words and phrases. (L.5.2c)

Student Materials

☑ N/A

Directions:

Day 1

- Practice as a group:
  A. There have been blizzards across the United States this winter including Salt Lake City, Utah; Chicago, Illinois; and Boston, Massachusetts.
  B. Flooding, high winds, and heavy rains all come with hurricanes.
  C. When the mountains, oceans, valleys, and plains formed millions of years ago, there were probably earthquakes.
  D. Lava, smoke, and ash fly up into the sky when a volcano erupts.
  E. Volcanic eruptions, landslides, meteorites, and earthquakes can all cause tsunamis.
  F. Tornadoes are caused by warm, moist air; dry, cold air; and hot air all converging together.

MORE CHALLENGE:

Write your own sentence that follows one of the three rules for commas you learned about today.

Answers will vary.

Day 3

- Practice as a group:
  A. Principal Gomez, what are we doing as a school to prepare for an emergency?
  B. No, I don't think you should pack a turkey sandwich in your emergency pack.
  C. You have to have an emergency plan that is flexible, don't you?
  D. The teacher knows how to keep us safe, doesn't he?
  E. She's going to research some more about it today, isn't she?
  F. Families, don't forget to include a list of phone numbers in your emergency pack.
  G. Yes, packing a small book or notebook and pen is a great idea.

MORE CHALLENGE:

Write your own sentence that follows one of the three rules for commas you learned about today.

Answers will vary.

Additional Work with Complex Text

Unit 2, 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 well an author supports his or her stated purpose and process. (RI.5.8)

Student Materials

Day 1

- ☑ *Eight Days: A Story of Haiti*
- ☑ Dictionary (optional)

Day 3

- ☑ *Eight Days: A Story of Haiti*
- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards

Directions:

Day 1

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

Work in groups of four.

1. As a group, read "A Note from the Author" at the end of *Eight Days: A Story of Haiti*. Take turns reading paragraphs or choose someone in the group to read.

2. Look more closely at vocabulary.

   Discuss the meaning of the following words. Use the text, the roots or affixes of the words, or a dictionary to find the meaning.

A. The earthquake on January 12, 2010, *dramatically* changed their lives. (Paragraph 2)
   - "I think *dramatically* means _____."
   - "I figured out the meaning by_____."

B. I *immediately* began to worry about my friends and family member who lived there. (Paragraph 3)
   - "I think *immediately* means _____."
   - "I figured out the meaning by_____."

C. And in that process, this story *was born*. (Paragraph 5)
   - "I think *was born* means _____."
   - "I figured out the meaning by _____."

D. That call now seems like its own small miracle, and turned what was an extremely dark time into a moment of *creation* and hope.
   - "I think *creation* means _____."
   - "I figured out the meaning by _____."

3. Take turns saying the gist. Use the sentence frames to help you.
   - "The first two paragraphs are about _____."
   - "Then, in the next few paragraphs, the author basically explains _____. She also says _____."
   - "The author says _____ in the last paragraph."

MORE CHALLENGE:

Discuss with your group:

- How did the earthquake in Haiti affect the author? Why did it affect her this way?
  - "The author felt _____ when she heard the news of Haiti because _____."
  - "Also, the author thought _____ after the earthquake because _____."

— "The author was affected for a few reasons. First, _____. Secondly, _____. And finally, she _____ because _____."

Day 3

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

Work with a partner.

1. Review what you learned on Day 2:
   - What is the purpose of an author's note?
     — "An author's note tells the reader _____. For instance, in this author's note _____."
   - What does Edwidge Danticat say inspired her to write the *Eight Days: A Story of Haiti*? Name at least three things.
     — "Edwidge Danticat was inspired by _____, _____, and _____. For example, she says, '_____.'"
2. Take out your Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card. Add at least one example from the text to the last row on the chart.

MORE CHALLENGE:

In what ways could the author have made her meaning, tone, or beauty more clear?

_____

_____

_____

_____

_____

_____

Independent Reading

Unit 2, 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 ask questions about what I read in my text. (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 a nd 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 the front of your independent reading journal (date, book title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and domain-specific vocabulary about the topic in the back. Be prepared to share any new vocabulary with your group.

MORE CHALLENGE:

If time permits, continue reading your text.

Day 3

Follow the ALL Independent Group Work protocol to 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: What new questions do you have after reading today? Remember to quote accurately from your text.

Day 4

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

Research Share:

A. Timekeeper: Set a 2-minute timer.

1. 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.

2. Timekeeper: Set a 2-minute timer.

3. 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) _____."

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

- "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 _____?"

4. Timekeeper: Set a 2-minute timer.

5. Group: Ask him or her questions.

6. Repeat with each person in the group.

Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide

Daily Learning Targets

Day 2

- I can describe the purpose and process behind a text as described in the author's note. (RI.5.2)

Day 4

- I can explain the function of conjunctions in a sentence. (L.5.1a)
- I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b)

Teaching Notes

- On Day 2, students revisit the author's note in *Eight Days: A Story of Haiti* and look more closely at the author's purpose and process in writing the book.
- On Day 4, students complete a Language Dive. Students work with the conjunction *yet* to address L.5.1a and practice using a comma to separate an introductory element from the rest of the sentence to help address L.5.2b. Students will practice using a comma to separate an introductory element from the rest of the sentence when revising their QuickWrites during Writing in the ALL Block of this unit and when distinguishing between the various uses of commas throughout this unit. The sentence for today's Language Dive was also chosen because it connects to the guiding question by providing an example of how resilient people can be, even in the face of a catastrophic natural disaster. (See rationale in Language Dive Guide: *Eight Days: A Story of Haiti*.)
- **Differentiation:** For Day 2, to provide more support, make a photocopy of the author's note, annotate it for gist, and underline important quotes that will help students answer the discussion questions. For Day 4, refer to the Language Dive Guide for differentiation. 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 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ☑ *Eight Days: A Story of Haiti* (from module Lesson 1; one per student)
- ☑ Unit 2, Week 1: Additional Work with Complex Text: Student Task Cards (one to display)

Day 4

- ☑ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ☑ Language Dive Guide: *Eight Days: A Story of Haiti* (for teacher reference)
- ☑ Language Dive Chunk Chart: *Eight Days: A Story of Haiti* (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: *Eight Days: A Story of Haiti* (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets. Share with students that the purpose of an author's note is to give the reader insight into the purpose and process of an author. Today they will think about what they learn about Edwidge Danticat's purpose and process from the author's note in *Eight Days: A Story of Haiti*.
- Invite students to retrieve *Eight Days: A Story of Haiti* and complete the step 1 with a partner. Before beginning, invite students to open to the dedication page and note that this book was dedicated to the children of Haiti. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 1 and invite student volunteers to share their responses to the discussion questions.

  Conversation Cue: "What, in the text, makes you say so?" (Responses will vary.)

  Conversation Cue: "Can anyone add on to what your classmates said?" (Responses will vary.)

  ■ ▲: Direct students to the following quotes to help them answer the discussion questions:

  — "Yet in spite of everything, Haiti's children still dream."
  — "I would also like to thank my daughters, who remind me ... when you look into the eyes of a child, you are looking at ... possibility."
  — "So I carefully told her about a few people, among them some children, who had been miraculously rescued."

  ◆: Invite students to identify specific quotes from the text to support their ideas.
- If useful, invite students to complete the "More Challenge" as a group.
- Working as a group, complete the chart in step 2.

  ▲: Invite students to say and then write their answers on the chart. Consider posting more specific sentence frames such as: "The meaning the author wanted to convey was _____." "The author wanted the book to have a serious/sad/hopeful/cheerful tone because _____." "The author wanted to describe the beauty of _____ because _____."

  ● ◆: Students may work in partners. Use a total participation technique to select students to share their answers to each question with the whole group before writing them in the chart.
- Prepare students for the next day's independent activity using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Car**d for Day 3. Note: Students will add to their Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card on Day 3.

■ ▲: Model adding an example from the text to each column. Consider these examples:

- Meaning: "But in my mind, I played." This is a place where the author makes it clear that the children of Haiti are dreamers and able to overcome obstacles.
- Tone: The tone is hopeful. There are several days when Junior imagines himself doing something amazing in the future. For example, he imagines singing a solo on the fourth day.
- Beauty: Throughout the book, the author uses beautiful, descriptive language. For example, on the seventh day he eats the "sweetest mango" and when he kisses his mother, his "lips stuck to her cheek." This is a beautiful and touching scene.

● ◆: Model adding an example to the first column only.

Instruction for Day 4

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about the author's purpose and process in writing *Eight Days: A Story of Haiti*. It 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 the **Language Dive Guide: *Eight Days: A Story of Haiti***, **Language Dive Chunk Chart: *Eight Days: A Story of Haiti***, and **Language Dive Sentence Strip Chunks: *Eight Days: A Story of Haiti*** to guide students through the 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 2, Week 1: Teacher-Guided Student Activity Cards (■●◆▲)

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

- I can describe the purpose and process behind a text as described in the author's note. (RI.5.2)

Day 4:

- I can explain the function of conjunctions in a sentence. (L.5.1a)
- I can use a comma to separate an introductory element from the rest of the sentence. (L.5.2b)

Student Materials

Day 2:

☑ *Eight Days: A Story of Haiti*

Day 4:

☑ N/A

Directions:

Day 2

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

Today, you will work with "A Note from the Author" in *Eight Days: A Story of Haiti*.

1. Discuss these questions about the author's process with a partner:
   - How did the children of Haiti and her own children inspire Edwidge Danticat to write this book?
     - "The children of Haiti inspired the author because _____ and _____."
     - "Because of her own children, the author _____ and _____."

- The author says, "And in that process this story was born." What process was the author referring to? How did that process help "birth" the story of this book?
  - "The process was _____, and it helped birth the story of this book because _____ ."

MORE CHALLENGE:

Why do you think the author wrote a children's book instead of a novel, an essay, or a poem to get across her idea?

- "The author wrote a children's book because _____. For example, _____."

2. Discuss these questions about author's purpose with your group. Write your ideas on the chart.
   - What meaning did the author want her story to have? How do you know?
   - What tone did the author want the story to have? How do you know?
   - What beauty did the author want to capture in her story? How do you know?
   - "The author wanted her story to _____. I know this because in the note she says _____."

Meaning	Tone	Beauty

Examples from the text (complete on Day 3)	Examples from the text (complete on Day 3)	Examples from the text (complete on Day 3)

Day 4

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

Yet in spite of everything, Haiti's children still dream.

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

2. The sentiment of the previous information is _____.

   I predict the sentiment of the information in the next chunk will be

   _____.

3. I think Haiti's children might dream about _____.

   I think it is important for Haiti's children to continue to dream because

   _____.

4. In spite of _____,

   I still _____.

Sketch this sentence:

5. Yet in spite of _____,

   _____.

Sketch this sentence:

Additional Work with Complex Text

Unit 2, Week 1, Day 4: Language Dive Guide: *Eight Days: A Story of Haiti*

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	**Yet in spite of everything, Haiti's children still dream.** (from "A Note from the Author" at the end of *Eight Days: A Story of Haiti* by Edwidge Danticat)
Rationale	This sentence is compelling because it uses the conjunction *yet* to help address L.5.1a, and a comma to separate an introductory element from the rest of the sentence to help address L.5.2b. This sentence connects to the guiding question asking how natural disasters affect the people and places that experience them by providing an example of how resilient people can be, even in the face of a catastrophic natural disaster. Invite students to discuss each chunk briefly, but encourage extended conversation and practice with the focus structure ***in spite of everything***. Note that this chunk is presented out of order to provide context for this chunk, allowing for better understanding and discussion. After discussing this structure, students practice using it to discuss something in their own lives. Students apply their understanding of the meaning and structure of this sentence when revising their QuickWrites during writing in the ALL Block of this unit, and when distinguishing between the various uses of commas throughout this unit.
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 2, Week 1, Day 4: Language Dive Chunk Chart: *Eight Days: A Story of Haiti*

Yet	
Deconstruct: Language Goals	▪ "Can you figure out why Edwidge Danticat wrote *Yet*?" *Yet* links this sentence to the previous sentences and signals contrast; it tells us that the information in the subsequent chunks will be in contrast to the previous information in this paragraph, which was about the tragic impact of Haiti's earthquake in 2010. (conjunction) ▪ Students can reread this paragraph and discuss the sentiment of the previous information (devastating, tragic, sad). Then they can take 30 seconds in pairs to predict the sentiment of the information in the subsequent chunks (hopeful, optimistic, positive). ✎ Step # 2
Haiti's children still dream.	
Deconstruct: Language Goals	▪ *Haiti's children*: "Who is this sentence about?" This sentence is about *Haiti's children*, referring to any and all of the children in Haiti. (noun phrase) ▪ *dream*: "What do Haiti's children do?" They have ambitions, aspirations, and hopes for the future. Note that *dream* can also refer to the thoughts and images in someone's mind while sleeping. (verb) ▪ *still*: "Can you figure out why Edwidge Danticat wrote *still*?" *Still* means *even now, as before*. Edwidge Danticat wrote *still* to emphasize that Haiti's children continue to dream, just as they did before, even after the devastating earthquake. (adverb) ▪ Students can take 30 seconds in pairs to list some of the things they think Haiti's children might dream about doing. Then they can switch pairs and discuss why they think it might be important for Haiti's children to continue to dream, even after such a devastating earthquake. ✎ Step # 3

in spite of everything,	
	▪ *in spite of*: "Can you figure out why Edwidge Danticat wrote *in spite of*?" *In spite of* is used to express that something is unexpected or surprising and in contrast to another event or fact; that one event or fact does not prevent something else from also happening or being true. (idiom) ▪ "What does this chunk tell us?" *everything* refers to all of the devastation caused by the 2010 earthquake, mentioned previously in the paragraph. This chunk tells us that, even though there was so much devastation, it did not prevent the information in the subsequent chunk from being true. Note how the meaning would change if we replaced *in spite of* with *because of*, signaling that the devastation was the reason for the information in the subsequent chunk. (adverbial phrase) ▪ ,: "Can you figure out why the author included a comma this chunk?" This chunk is part of an introductory element, setting the stage for the rest of the sentence; the comma separates the introductory element from the rest of the sentence. Students can recall learning about this in Module 3. ▪ Place each of the chunks next to one another in the order of the original sentence, and invite students to chorally read the entire sentence. Note how *Yet* works in conjunction with *in spite of everything* as the introductory element for emphasis and contrast, and invite students to discuss how the comma in this sentence is different from the function of commas that they are learning about in this module. The commas they are learning about in this module are used to separate items in a series and to set off words and phrases. ▪ Students can take 30 seconds in pairs to discuss what still happened, *in spite of everything*, or even though there was so much devastation in Haiti after the earthquake (*Haiti's children still dream*). Then they can switch pairs and discuss why it might be surprising or unexpected that *Haiti's children still dream* after what happened. ✎ Step # 3

Practice (Focus structure)	▪ "In spite of _____, I still _____." (Example: In spite of eating a lot for breakfast, I still feel hungry.) ✎ Step # 4 — To provide lighter support: "What if we replace *In spite of* with *Because of*? How would each change the meaning of the sentence?" — To provide heavier support: Invite students to discuss the meaning of the sentence in home language groups.
Yet in spite of everything, Haiti's children still dream.	
Reconstruct	▪ "How can you say this sentence in your own words?" Even though there was so much devastation in Haiti because of the earthquake in 2010, the children in Haiti remain hopeful. ▪ "How does this Language Dive add to your understanding of the guiding question asking how natural disasters affect the people and places that experience them?" It adds to our understanding by providing an example of how resilient people can be, even in the face of a catastrophic natural disaster.
Practice (Sentence)	▪ Students can reflect on the texts, poems, and videos that they have read and watched throughout this module on natural disasters, and complete the following sentence frame. ▪ "Yet in spite of _____, _____." (Yet in spite of so much destruction, people continued to be optimistic.) ✎ Step # 5 — To provide lighter support: "Can we say this sentence in a different order? How?" — To provide heavier support: Provide a word/phrase bank for students to use when completing the sentence frame. ▪ Students can discuss whether replacing *Yet* with *But* or *However* changes the meaning of the sentence. ▪ Language Chunk Wall suggestions: — Language to connect words, phrases, clauses: **Yet** — Adverbs and adverbial phrases and clauses (describing verbs, adjectives, adverbs): ***in spite of everything*** — Verbs and verb phrases (actions, states of being): **Haiti's children still dream**. — Nouns and noun phrases and clauses (people, places, things, ideas): **Haiti's children still dream**.

Additional Work with Complex Text

Unit 2, Week 1, Day 4: Language Dive Sentence Strip Chunks: *Eight Days: A Story of Haiti*

Yet

in spite of everything,

Haiti's children still dream.

Reading and Speaking Fluency/GUM

Unit 2, Week 1: Student Task Cards

Daily Learning Targets

Day 2:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 4:

- I can use a comma to set off words and phrases. (L.5.2c)

Student Materials

Day 2:

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards
- ☑ QuickWrites (optional)

Directions:

Day 2

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

Work with a partner.

1. Take out your Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card.

2. Review the rules for using commas in the series on the activity card.

3. Take turns explaining at least four of the sentences on the activity card.
   - "The author used a comma here because _____."
   - "There is a comma here because _____."
   - "We corrected this to have a comma because _____."

4. Work with your partner to correct the sentences below. Add a comma or semicolon.
   A. In my emergency food supply I have jerky dried apples and a bottle of water.

B. Being prepared acting quickly and following the instructions of police or firefighters will help keep you safe during an emergency.

C. Our family assembled some emergency packs made an emergency plan and practiced the plan.

D. An emergency pack should include portable food such as dried fruit, crackers, and nuts first aid supplies like bandages, soap, and antiseptic and extra clothing like underwear, a jacket, and sturdy shoes.

MORE CHALLENGE:

In the 21st century, the United States has been hit by the floods destruction and deaths caused by major storms such as Hurricane Katrina, 2005, Hurricane Ike, 2008, and Hurricane Sandy, 2012.

5. Find a new partner. Compare where you used commas.
   - "There is a comma here because _____. Do you have the same answer?"
   - "We corrected this to have a semicolon here because _____. Did you correct it the same way?"

MORE CHALLENGE:

Look over your QuickWrites from Lesson 1 and Lesson 2 in the module. Underline any commas you used and explain to your partner why you used a comma there OR circle a place where you could add a comma and explain to your partner why you need a comma there.

Day 4

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

Work with a partner.

1. Take out your Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card.

2. Review the rules for using commas to set off words and phrases.

3. Take turns explaining at least three of the sentences on the activity card.
   - "The author used a comma here because _____."
   - "There is a comma here because _____."
   - "We corrected this to have a comma because _____."

4. Work with your partner to correct the sentences below:
   A. Yes you should have an emergency plan.
   B. No we haven't practiced our plan this month.
   C. Teachers and students please follow the emergency plan like we practiced.
   D. My sister was smart to pack some food wasn't she?
   E. I'm going to present first aren't I?
   F. Mom we need to come up with a plan.
   G. You need a first aid kit don't you think?
   H. Yes I do want to research more about the Red Cross.

MORE CHALLENGE:

Texans tornadoes can strike here too!

5. Find a new partner. Take turns explaining why you used the comma where you did.
   - "There is a comma here. Rule #____ helped us figure it out because _____. Do you have the same answer?"
   - "We corrected this to have a comma because _____. Did you correct it the same way?"

MORE CHALLENGE:

Look over your QuickWrites from module lessons 1 and 2. Underline any commas you used and explain to your partner why you used a comma there OR circle a place where you could add a comma and explain to your partner why you need a comma there.

Reading and Speaking Fluency/GUM

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

Daily Learning Targets

Day 2:

- I can use punctuation to separate items in a series. (L.5.2a)

Day 4:

- I can use a comma to set off words and phrases. (L.5.2c)

Student Materials

Day 2:

- ☑ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards
- ☑ QuickWrites (optional)

Directions:

Day 2

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

Work with your partner to correct the sentences below. Add a comma or semicolon.

A. In my emergency food supply I have jerky, dried apples, and a bottle of water.

B. Being prepared, acting quickly, and following the instructions of police or firefighters will help keep you safe during an emergency.

C. Our family assembled some emergency packs, made an emergency plan, and practiced the plan.

D. An emergency pack should include portable food such as dried fruit, crackers, and nuts; first aid supplies like bandages, soap, and antiseptic; and extra clothing like underwear, a jacket, and sturdy shoes.

MORE CHALLENGE:

In the 21st century, the United States has been hit by the floods, destruction, and deaths caused by major storms such as Hurricane Katrina, 2005; Hurricane Ike, 2008; and Hurricane Sandy, 2012.

Day 4

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

Work with your partner to correct the sentences below:

A. Yes, you should have an emergency plan.
B. No, we haven't practiced our plan this month.
C. Teachers and students, please follow the emergency plan like we practiced.
D. My sister was smart to pack some food, wasn't she?
E. I'm going to present first, aren't I?
F. Mom, we need to come up with a plan.
G. You need a first aid kit, don't you think?
H. Yes, I do want to research more about the Red Cross.

MORE CHALLENGE:

Texans, tornadoes can strike here, too!

Writing Practice

Unit 2, Week 2: Teacher Guide

Daily Learning Targets

Day 1

- I can find patterns of strength and challenges in my writing. (W.5.4, W.5.5)
- I can set a goal, based on my own writing challenges, to help improve my quick writing skills. (W.5.5)

Day 3

- I can evaluate and improve my QuickWrites. (W.5.4, W.5.5)

Teaching Notes

- In this component, students revise one or more of their QuickWrites from module Lessons 1–4. This task prepares students to write an additional QuickWrite for the End of Unit 2 Assessment. This task also gives students an opportunity to practice the focus structure *in spite of everything,* using a comma to separate an introductory element from the Language Dive from Additional Work with Complex Text: Week 1, Day 4.
- **Differentiation:** To provide heavier support, name patterns you have noticed in student QuickWrites and direct students to find examples in step 1. Students may also work with fewer examples of their quick writing from the module. To provide more challenge, invite students to work with a partner and review each other's work.
- **In advance:**
  - To facilitate students' review of their QuickWrites, gather the following student documents:
    - Exit Ticket: Summarizing *Eight Days: A Story of Haiti* (from module lesson 1)
    - QuickWrite: Visuals in *Eight Days: A Story of Haiti* (from module lesson 2)
    - Text-Dependent Questions: "In the Water Where the City Ends" (from module lesson 3)
    - Text-Dependent Questions: Stanza 1 of "O' Beautiful Storm" (from module lesson 4)
  - Prepare the independent Student Task Cards.

Materials

Day 1

- ☑ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ☑ QuickWrites (completed in module Lessons 1–4; one of each per student)
- ☑ Unit 2, Week 2: Writing Practice: Student Task Cards (one to display)

Day 3

- ☑ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ☑ QuickWrites (completed in module Lessons 1–4; one of each per student)
- ☑ QuickWrite: Writing Practice, Day 2 (new; completed on Day 2; one per student)
- ☑ Paper (optional; lined; one piece per student)
- ☑ Unit 2, Week 2: Writing Practice: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review the learning targets.
- Ask a student to read aloud step 1. Clarify the task as needed.
- Invite students to retrieve their **QuickWrites** and work individually 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.

  ■ ▲: Tell students patterns that you have noticed (both strengths and challenges), either in whole group or with individual students. Ask students to find examples of those patterns.
- Invite students to complete step 2 with a partner.

  ◆: Encourage students to share specific evidence from their writing and explain how the evidence fits the pattern.
- Debrief with students and ask pairs to share with the group. Help students see patterns of strengths and weaknesses in the group. If useful, chart student answers.

  Conversation Cue: "How is what ____ said the same as/different from what ____ said? I'll give you time to think." (Responses will vary.)
- Ask students to complete step 3. They can create a goal informed from their personal patterns or group patterns. Circulate to assist students.

  ▲: Invite students to say their goal to a partner and then write their goal. For more support, post a simple goal-setting sentence frame such as: "My goal is to _____. I will accomplish this by _____ and _____."
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card** for Day 2. Explain to students that they will choose and write a QuickWrite again on one of the prompts from module Lessons 1–4. They should not look at their original QuickWrite. Because they have already written it once, they can concentrate on the QuickWrite process instead of the content.

Instruction for Day 3

- Distribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and review learning targets. Explain to students that today they will compare the QuickWrite they wrote on Day 2 with the QuickWrite in the module lessons.

- Invite students to retrieve their **QuickWrites** and the **QuickWrite: Writing Practice, Day 2** to complete step 1 independently and step 2 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.

  ●◆: Students can read their partner's QuickWrites instead of their own in step 1 and then share their observations with their partner.
- If useful, invite students to briefly share out what they noticed. Celebrate the way students are working toward their goals from Day 1.
- Invite students to complete step 3.

  ▲: Model and think aloud step 3 using a student's QuickWrite, naming the areas of strength and areas of challenge that you would advise them to concentrate on if they wrote it again.

  ■: Look at an anonymous student's QuickWrite together and discuss as a group what the writer could do differently.
- As time permits, invite students to complete the "More Challenge." Students can discuss with a partner the changes they made the second time they wrote it.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day's independent activity using the **Unit 2, Week 2: Writing Practice: Student Task Card** for Day 4. Remind students they will do the same thing as on Day 2. They will choose and write a QuickWrite on a different prompt from module Lessons 1–4. They should not look at their original QuickWrite. Because they have already written it once, they can concentrate on the QuickWrite process instead of the content.

  ▲: Invite students to write another QuickWrite on the same topic as Day 2. Encourage them to concentrate on writing quickly and fluently.

Writing Practice

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 1:

- I can find patterns of strength and challenges in my writing. (W.5.4, W.5.5)
- I can set a goal, based on my own writing challenges, to help improve my quick writing skills. (W.5.5)

Day 3:

- I can evaluate and improve my QuickWrites. (W.5.4, W.5.5)

Student Materials

- ☑ QuickWrites (completed in module Lessons 1–4)
- ☑ Exit Ticket: Summarizing *Eight Days: A Story of Haiti*
- ☑ QuickWrite: Visuals in *Eight Days: A Story of Haiti*
- ☑ Text-Dependent Questions: "In the Water Where the City Ends"
- ☑ Text-Dependent Questions: Stanza 1 of "O' Beautiful Storm"

Directions:

Day 1

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

This week you will practice quick writing.

1. Reread your QuickWrites from module Lessons 1–4. Your QuickWrites are in the following documents:
   - Exit Ticket: Summarizing *Eight Days: A Story of Haiti* (from module Lesson 1)
   - QuickWrite: Visuals in *Eight Days: A Story of Haiti* (from module Lesson 2)
   - Text-Dependent Questions: "In the Water Where the City Ends" (from module Lesson 3)
   - Text-Dependent Questions: Stanza 1 of "O' Beautiful Storm" (from module Lesson 4)

As you read, look for patterns for things you do well and things you need to work on. Ask yourself questions like:

Do I write my ideas in a logical order?
Do I separate my ideas into paragraphs?
Do I give examples from the text to support my thinking?
Do I use correct punctuation?
Do I use complete sentences?
Do I leave out words in sentences?
Something else I noticed:

2. Discuss with a partner what patterns you notice in your QuickWrites.
   - "I saw that I often _____. For example, _____."
   - "I noticed a pattern of _____. For instance, _____."
   - "I think it is a challenge to _____. I saw that I often _____."
   - "One of my strengths is _____. My evidence for this is _____."
3. You will write more QuickWrites in Unit 2, including the QuickWrite on the End of Unit 2 Assessment. Write a goal you would like to keep in mind for the rest of your QuickWrites.

_____

_____

_____

_____

MORE CHALLENGE:

Share your goal with a partner. Brainstorm ways you can reach your goal.

- "My goal is _____. I was thinking I would _____. Do you have any ideas?"
- "Perhaps, to reach your goal, you might _____."

Day 3

Work with a partner.

1. Reread to compare the original QuickWrite from the module lessons and the QuickWrite you wrote on Day

2. With a partner, discuss what you noticed in your two QuickWrites.
   - "In both QuickWrites I _____. For example, _____."
   - "In this QuickWrite I _____, while I _____ in this one. You can see it here when I wrote _____ and in this paper when I wrote _____."

3. Choose a QuickWrite you didn't rewrite on Day 2. Discuss with a partner how you would write it differently.
   - "If I could write this again, I would make sure to _____. For instance, _____."

MORE CHALLENGE:

Rewrite a portion of one of your QuickWrites below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CAT

Word Study and Vocabulary

Unit 2, Week 2: Student Task Cards

Name: _____ **Date:** _____

Daily Learning Targets

Day 1

- I can use homographs correctly. (L.5.5c)

Day 3

- I can practice using an academic word in context. (L.5.6)

Student Materials

Day 1

☑ Dictionary (optional)

Day 3

☑ Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (completed on Day 2; one per student)

Directions:

Day 1

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

1. Review the definition of a homograph.

   Homograph: a group or pair of words that are spelled the same way but have different meanings. Example: close (a short distance) and close (to shut something, like a door).

2. Read the definition of the following homographs with a partner. Then practice using them in sentences.

Homograph	Definitions	Practice Sentence Frame
fire	fire: (noun) light, heat, and flames that burn things fire: (verb) to force someone to leave his or her job	"The **fire** was _____ and _____." "The boss must **fire** the worker because _____."
wind	wind: (noun) fast-moving air wind: (verb) twist or turn something around something else, like winding a string around a stick	"The **wind** in _____ is very _____" "To tie _____, you must **wind** the _____."
rare	rare: (adjective) not cooked thoroughly rare: (adjective) something that is not seen very often	"The **rare** meat was _____." "_____ are very **rare**."
tip	tip: (noun) advice tip: (noun) a small bit of money you give to someone who does something for you tip: (noun) the pointed end of something, like the tip of a pencil	"Let me give you a **tip**: _____." "I gave a **tip** to the _____ for the _____ service." "The **tip** of the _____ was _____."
plain	plain: (adjective) not fancy plain: a large, flat area of land	"His _____ are very **plain**." "The animals that live on the **plain** are _____."
fan	fan: (noun) someone who admires a person, sports team, or performing artist very much fan: (noun) a small machine that blows air	"I am a big **fan** of _____." "Turn on/off the **fan** because I'm _____."
tear	tear: (noun) the drops of water that come out of your eyes when you cry tear: (verb) to break something because you pull on it very hard	"A small **tear** ran down my face because _____." "If you aren't careful, you might **tear** _____."
minute	minute: (adjective) very small minute: (noun) a small unit of time; 60 minutes are in an hour	"I have a **minute** amount of _____." "If you wait a **minute**, I'll _____."

Homograph	Definitions	Practice Sentence Frame
ground	ground: (noun) the surface of the earth ground: (verb) to break something up into very small pieces	"The _____ was lying on the **ground**." "The machine **ground** up the _____ into _____."
hand	hand: (verb) to give someone something hand: (noun) the part of your body at the end of your arm	"Will you **hand** me _____?" "Her **hands** were very _____ because _____."

3. Say and then write an original sentence with any of the homographs above.

_____

_____

_____

_____

MORE CHALLENGE:

See if you and your partner can figure out the two meanings of the following words. Use a dictionary to help you.

Homograph	First definition example sentence	Second definition example sentence
bark	The dog barks at me sometimes.	The bark of the tree is peeling.
jam		
kind		
letter		
mean		
palm		
peep		
round		
trip		

Day 3

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

1. Read your Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card to remember the word you studied. Say the word aloud three times.

2. Find a partner. Practice using that word in sentences. Say two sentences aloud to your partner using the word.

3. Write two sentences using the word below.

   _____

   _____

   _____

   _____

4. Practice using other words with the same root in sentences. Use the "Words in the Same Affix Family" branch. Say them aloud to a partner.

MORE CHALLENGE:

Write one of your sentences from step 4.

_____

_____

_____

_____

Independent Reading

Unit 2, 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. (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 texts
- ☑ 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 _____."
- Group: As the facilitator shares, consider what else you would like to know about that person's text. Prepare a question about it.

3. Timekeeper: Set a 2-minute timer.

4. Group: Ask him or her questions.
   - "When you said _____, what did you mean?"
   - "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 _____?"

5. Repeat with each person in the group.

Word Study and Vocabulary

Unit 2, Week 2: Teacher Guide

Daily Learning Targets

Day 2:

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

Day 4:

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

Teaching Notes

- On Day 2, students focus on the academic vocabulary word *population* with the root *pop* and *populus*. On Day 4, they focus on the *equivalent* academic vocabulary word with the prefix *equ-* and *equi*. They practice using and analyzing each word with a Vocabulary Tree to gain a deeper understanding of their meanings and usage.
- **Differentiation:** To provide heavier support, pre-fill in more information on the Vocabulary Tree. For additional language support for ELLs, use the Mini Language Dive.
- **In advance:**
  - Prepare the independent Student Task Cards.

Materials

Day 2 and Day 4

- ☑ Unit 2, 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 2, Week 2: Word Study and Vocabulary: Student Task Cards (one to display)

Instruction for Day 2

- Distribute the **Unit 2, 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**.
- 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: "Nearly half of Haiti's population is under fifteen, **so a lot of the people I was worried about were children.**

  Note: This Mini Language Dive will span Day 1 and Day 3.

  — Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
    - *I*: "Who is this chunk about? Who does *I* refer to?" *I* refers to the author, Edwidge Danticat; this chunk is about Edwidge Danticat.
    - "What does this chunk tell us?" Edwidge Danticat was *worried*, or concerned, about the people of Haiti. Because a lot of people are younger than 15, as mentioned in the previous chunk, many of the people he was concerned about were children.
    - *so*: "Can you figure out why Edwidge Danticat uses the word *so*? The word *so* connects this chunk to the previous chunk, indicating cause and effect. *So* signals that a reason will follow. Note that we could replace *so* with *therefore* or *for this reason* without changing the meaning. (conjunction)
    - Students can work in pairs to list synonyms for the word *worried* (concerned, bothered, troubled). Then they can practice reading the sentence with these synonyms. Students can then switch pairs and list antonyms for the word *worried* (unworried, comforted, untroubled) and discuss how replacing *worried* with an antonym would change the meaning of the sentence.

  — Practice:

  "I was _____ [synonym for worried] about _____." (I was concerned about my friend because she came to school late.)

  — Reconstruct: Reread the sentence. Ask:

  "Now what do you think the sentence means?"

Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:

  — Practice:

  "_____ [cause], so I was _____ [effect]." (I did my homework, so I was prepared for class.)

- Guide students through completing the Vocabulary Tree for the root *pop* and *populus*. Support as needed.

  ▲: Invite students to write a pronunciation for the word. Students who speak a common home language may 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.

- Prepare students for the next day's independent activity using the **Unit 2, Week 2: Word Study and Vocabulary: Student Task Card** for Day 3. Note: Students will use Unit 2, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards on Day 3.

Instruction for Day 4

- Distribute the **Unit 2, 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**.
- 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.
- ▲: Return to the Mini Language Dive from Day 2. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree for the prefix *equ* and *equi*. Support as needed. See Instruction for Day 2 for suggested differentiation.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.

Word Study and Vocabulary

Unit 2, Week 2: Teacher-Guided Student Activity Cards (■)

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2 and Day 4:

- ☑ Affix List
- ☑ Dictionary

Directions:

Day 2

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

"Nearly half of Haiti's **population** is under fifteen, so a lot of the people I was worried about were children."

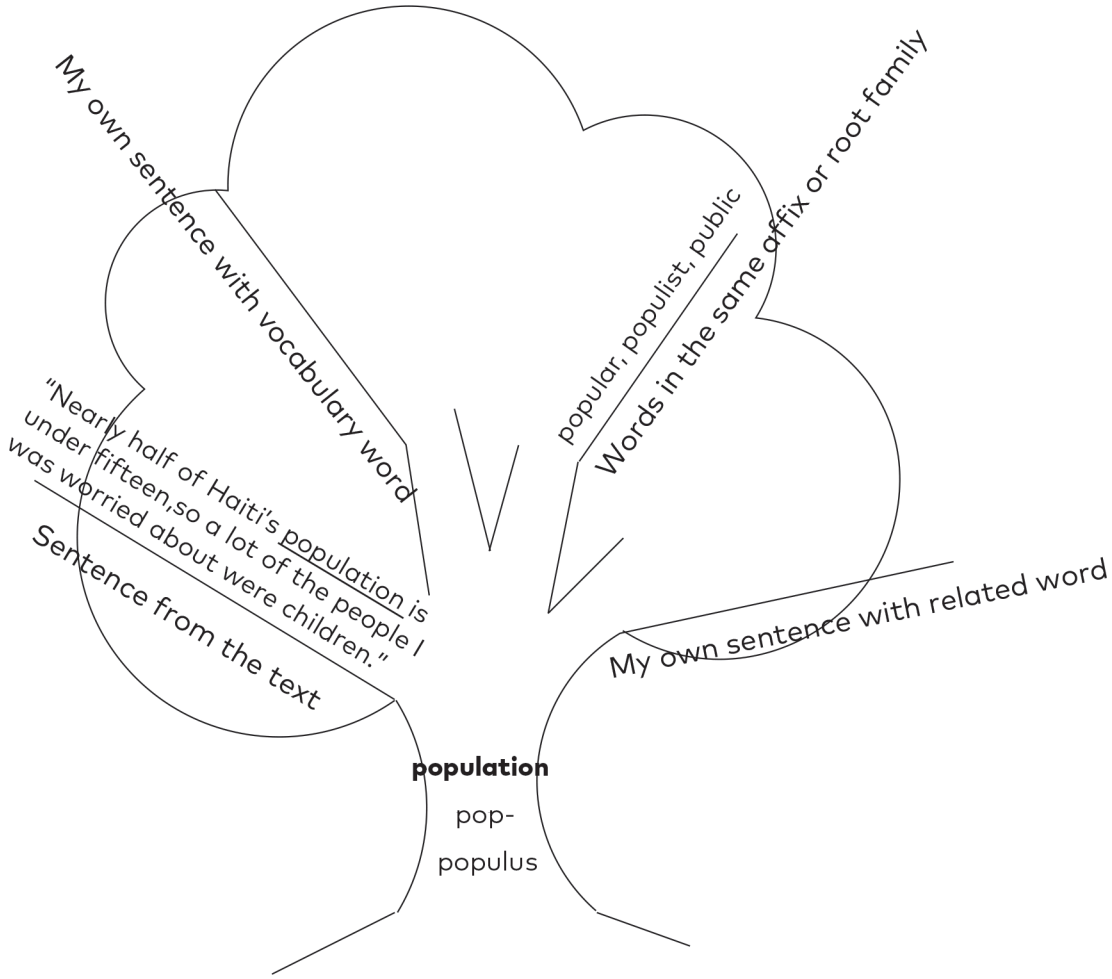
Source: *Eight Days: A Story of Haiti*

The word is **"population."**

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
	populus	-ation	

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



Day 4

"You see them link hands and run in a circle while singing the song associated with the *won*, the Haitian **equivalent** of ring-around-the-rosy."

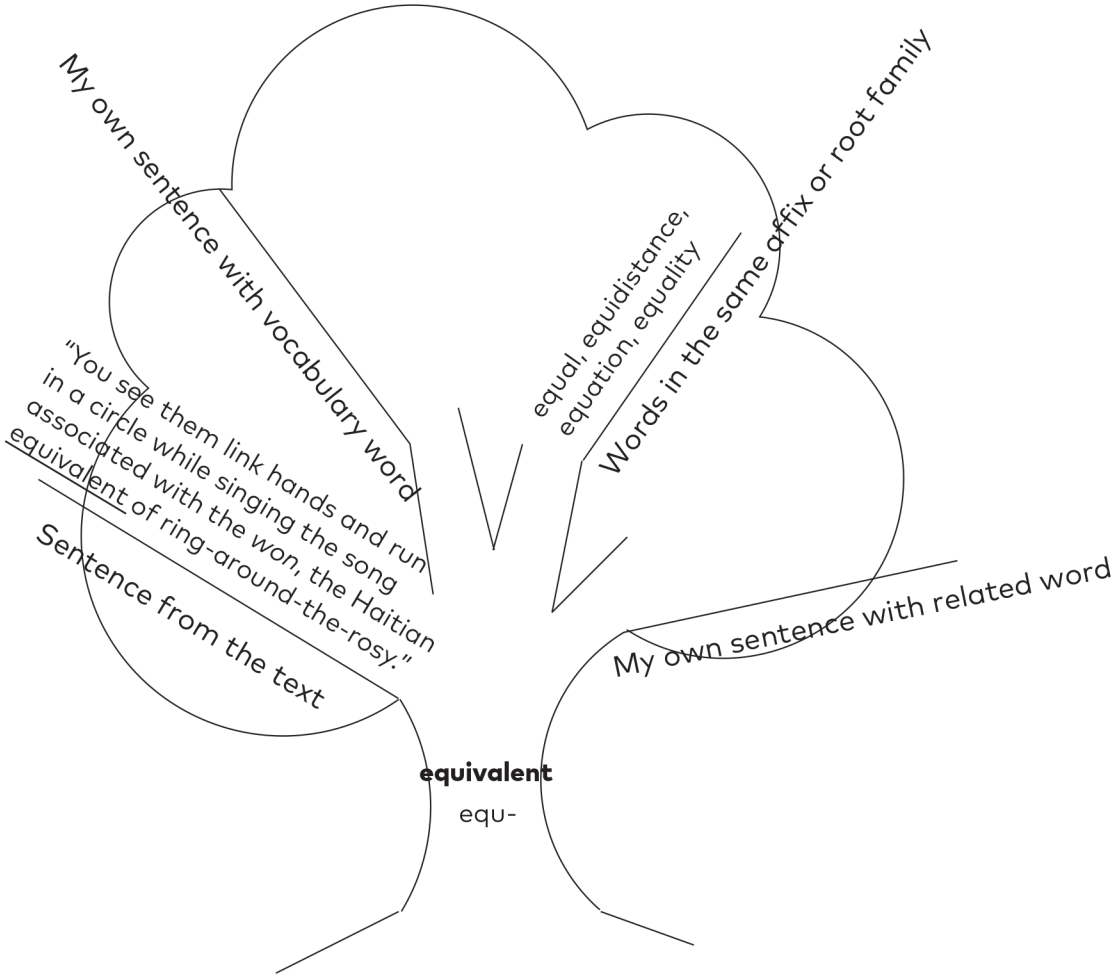
Source: *Eight Days: A Story of Haiti*

The word is **"equivalent."**

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
equi-	*valent—be well, or be worth*		equal

2. Complete the Vocabulary Tree for the word **equivalent**.



Word Study and Vocabulary

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2 and Day 4:

- ☑ Affix List
- ☑ Dictionary

Directions:

Day 2

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

"Nearly half of Haiti's **population** is under fifteen, so a lot of the people I was worried about were children."

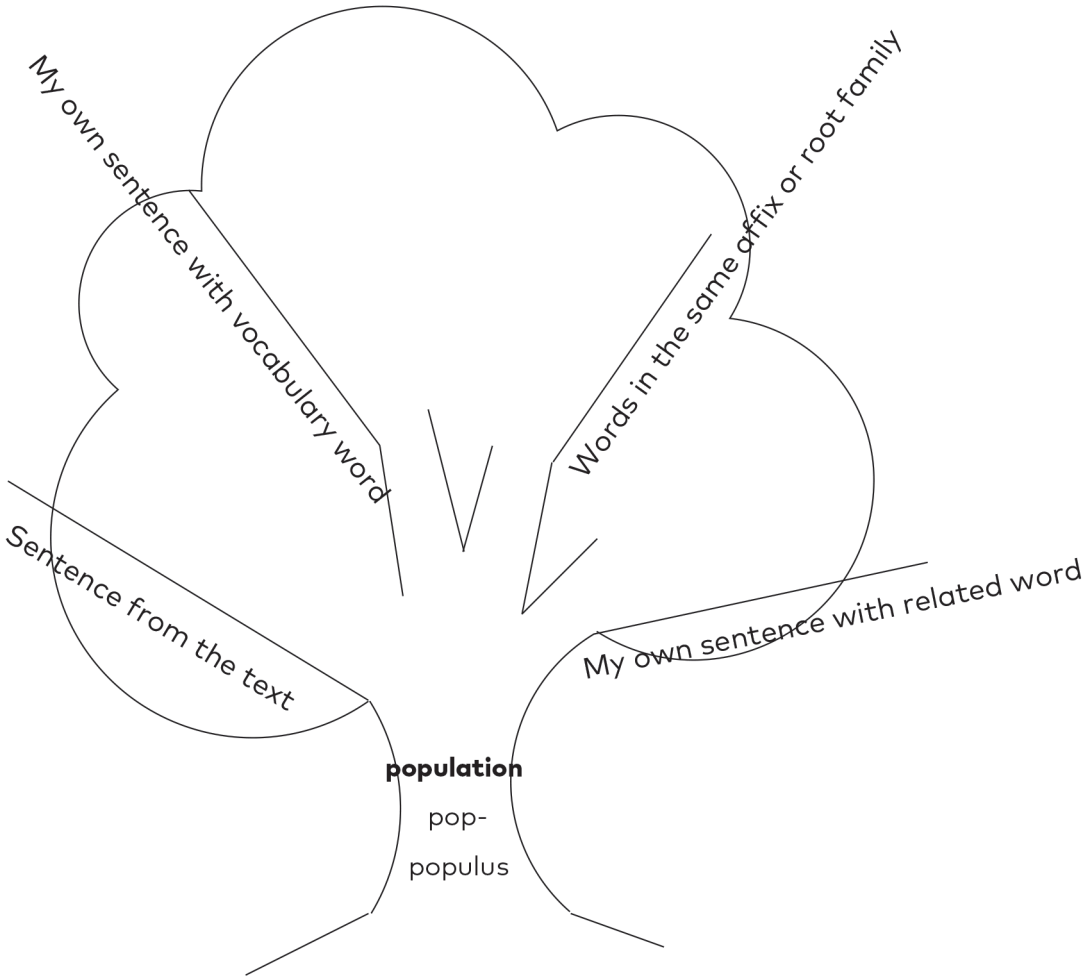
Source: *Eight Days: A Story of Haiti*

The word is **"population."**

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

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



Day 4

"You see them link hands and run in a circle while singing the song associated with the *won*, the Haitian **equivalent** of ring-around-the-rosy."

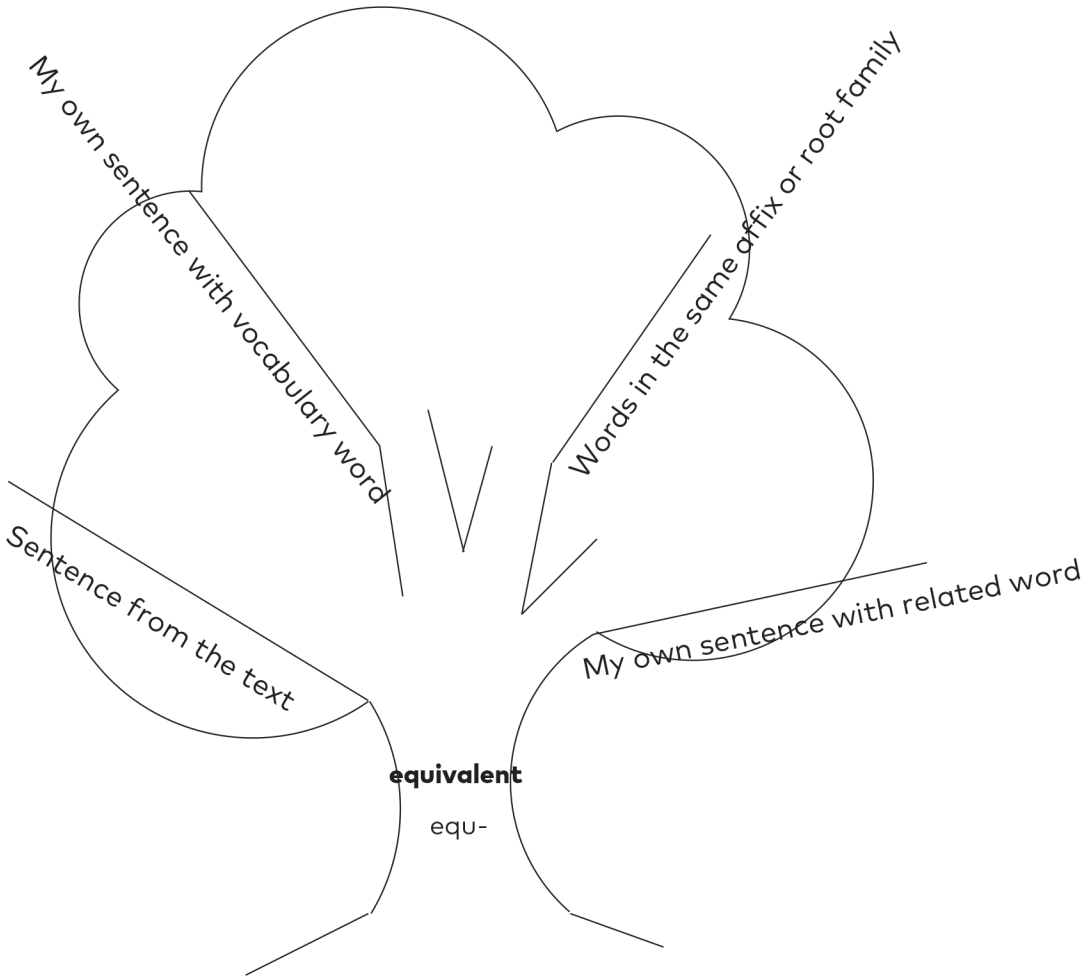
Source: *Eight Days: A Story of Haiti*

The word is **"equivalent."**

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
equi-	*valent—be well, or be worth*		

2. Complete the Vocabulary Tree for the word **equivalent**.



Word Study and Vocabulary

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

Name: _____ **Date:** _____

Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2 and Day 4:

- ☑ Affix List
- ☑ Dictionary

Directions:

Day 2

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

"Nearly half of Haiti's **population** is under fifteen, so a lot of the people I was worried about were children."

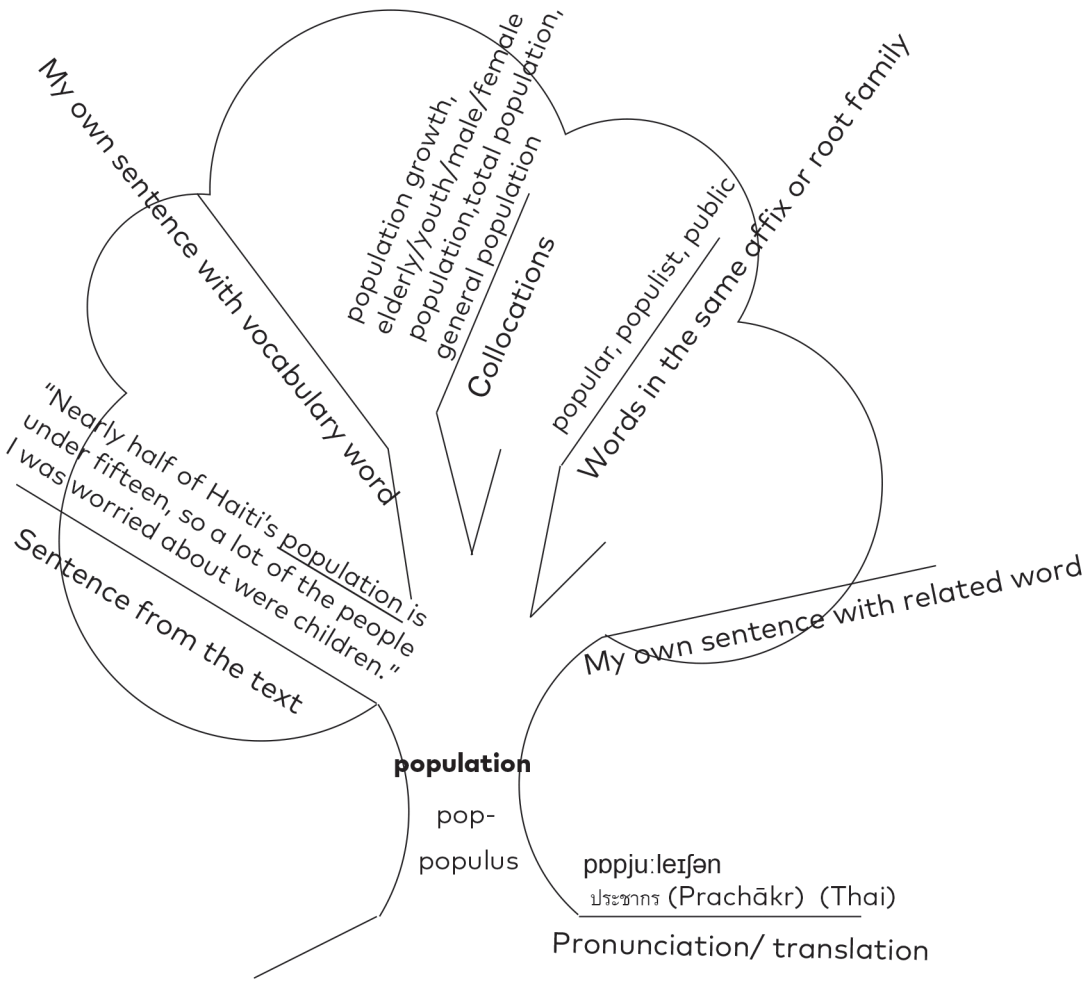
Source: *Eight Days: A Story of Haiti*

The word is **"population."**

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
	populous	ation	

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



Day 4

"You see them link hands and run in a circle while singing the song associated with the *won*, the Haitian **equivalent** of ring-around-the-rosy."

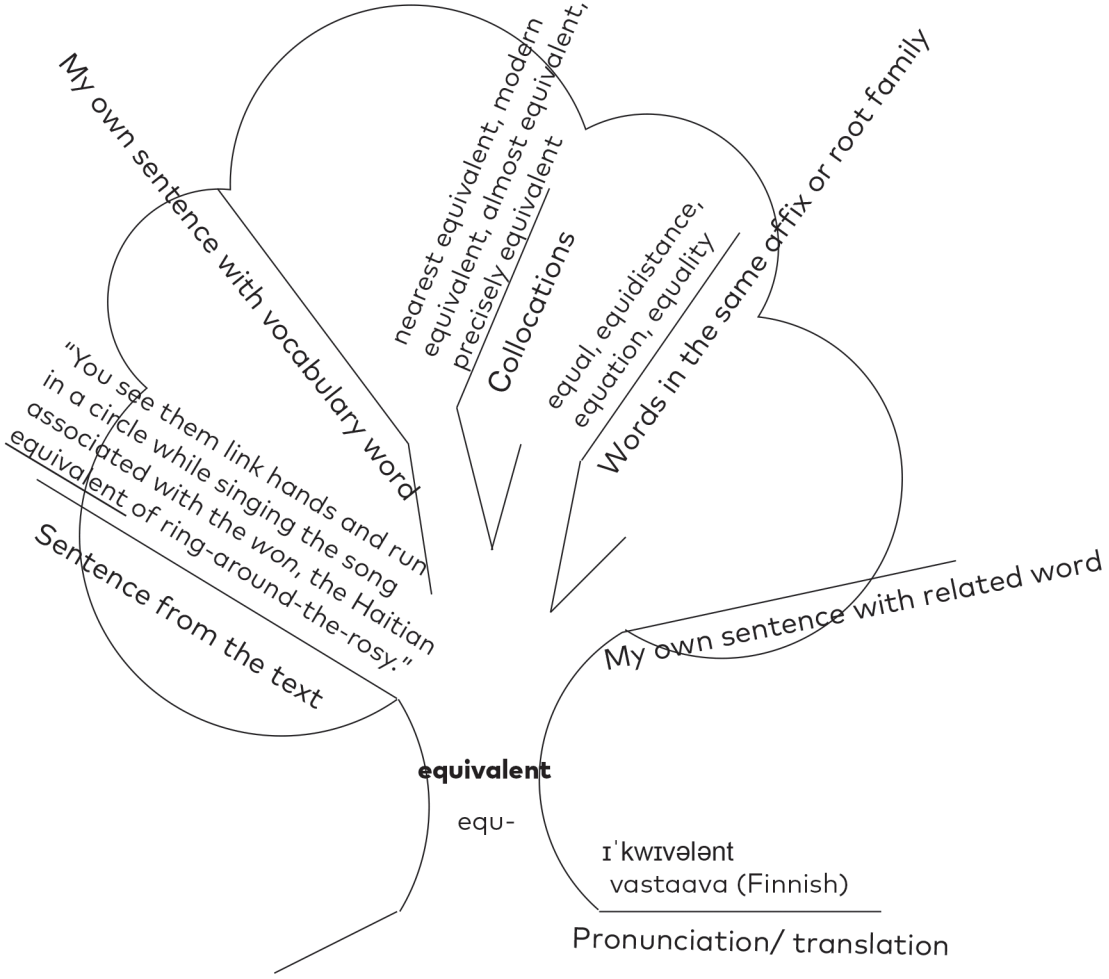
Source: *Eight Days: A Story of Haiti*

The word is **"equivalent."**

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

Prefix	Root	Suffix	Definition of Affix
equi-	valent—*be well, or be worth*		*equal*

2. Complete the Vocabulary Tree for the word **equivalent**.



Word Study and Vocabulary

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

Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2 and Day 4:

- ☑ Affix List
- ☑ Dictionary

Directions:

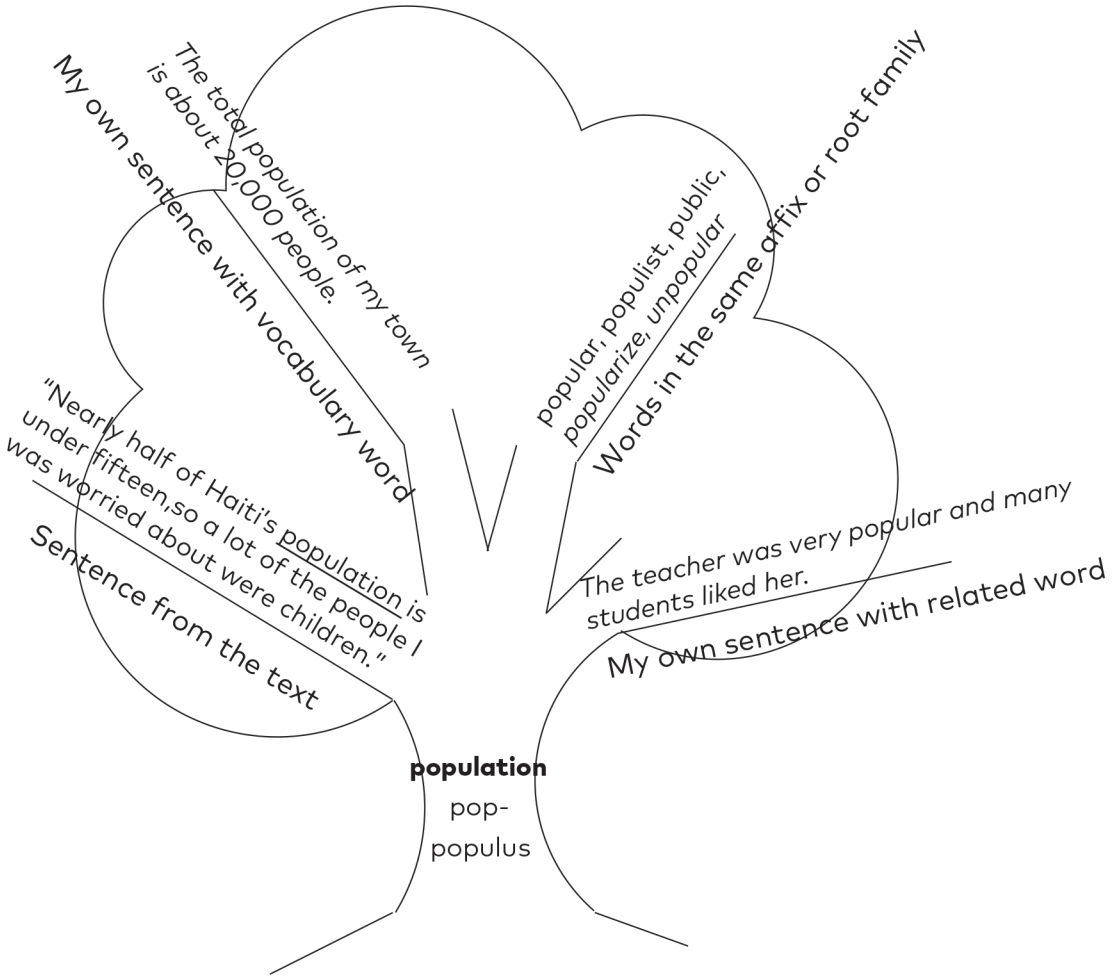
Day 2

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

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

Prefix	Root	Suffix	Definition of Affix
	populus-*people*	ation	*action or process—a noun*

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



Day 4

"You see them link hands and run in a circle while singing the song associated with the *won*, the Haitian **equivalent** of ring-around-the-rosy."

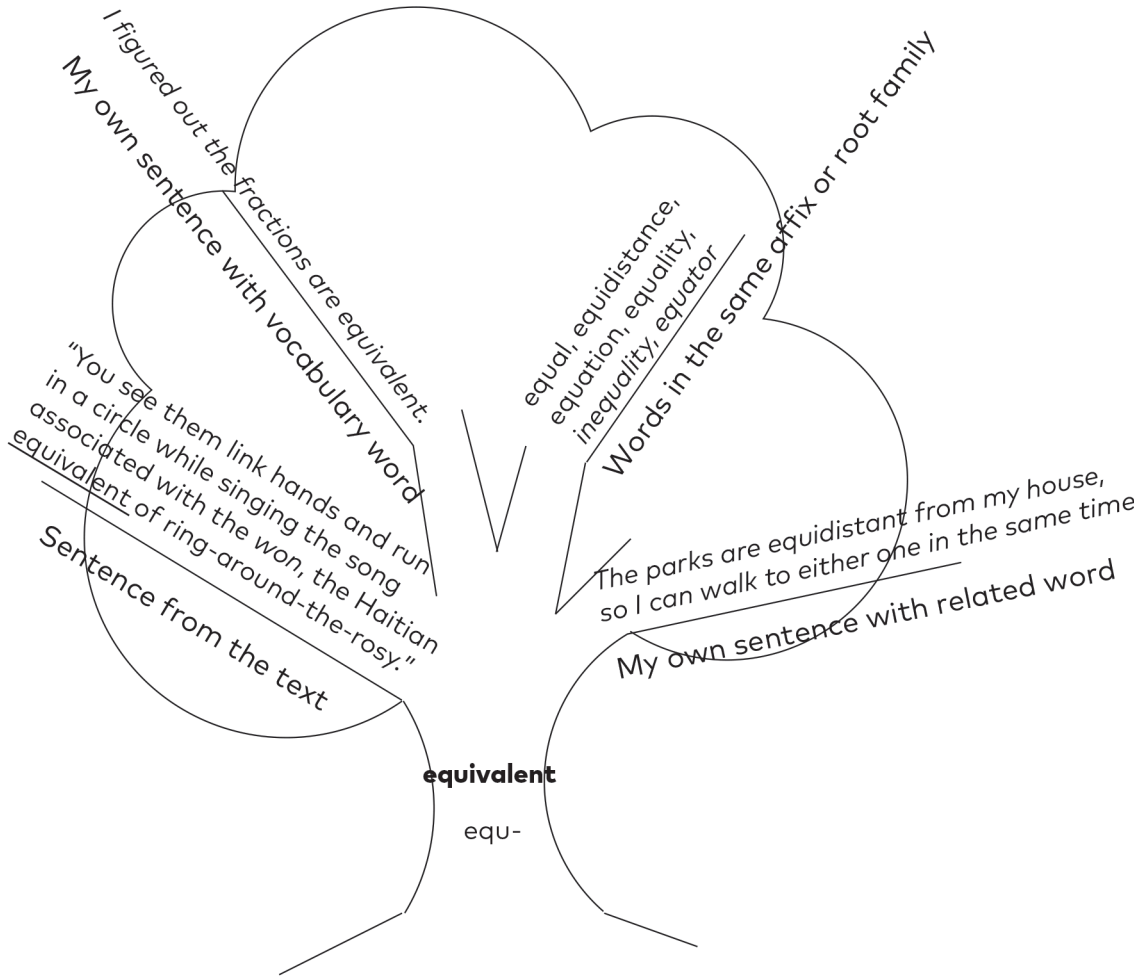
Source: *Eight Days: A Story of Haiti*

The word is **"equivalent."**

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
equi-	valent—*be well, or be worth*		*equal*

2. Complete the Vocabulary Tree for the word **equivalent**.



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Word Study and Vocabulary

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

Daily Learning Targets

Day 2:

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

Day 4:

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

Student Materials

Day 2 and Day 4:

- ☑ Affix List
- ☑ Dictionary

Directions:

Day 2

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

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

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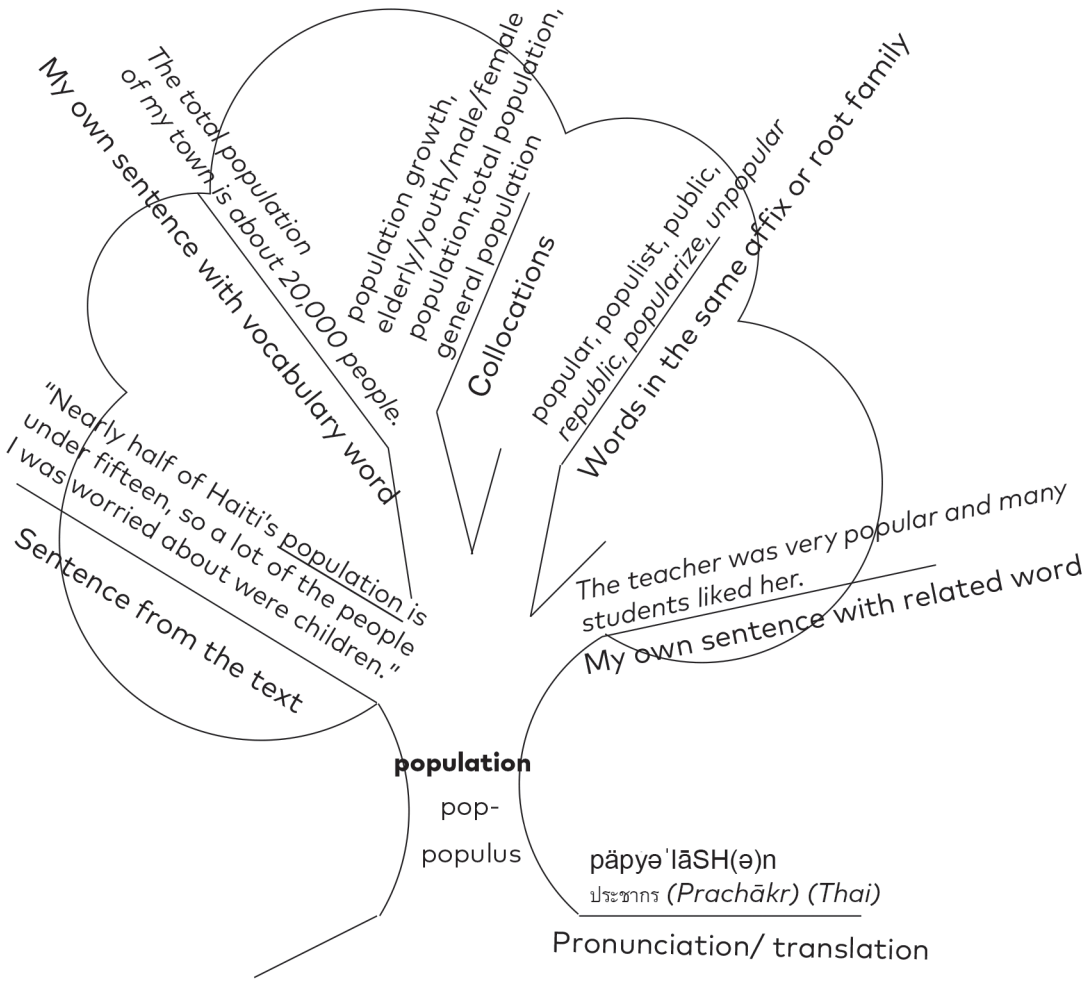


Day 4

"You see them link hands and run in a circle while singing the song associated with the *won*, the Haitian **equivalent** of ring-around-the-rosy."

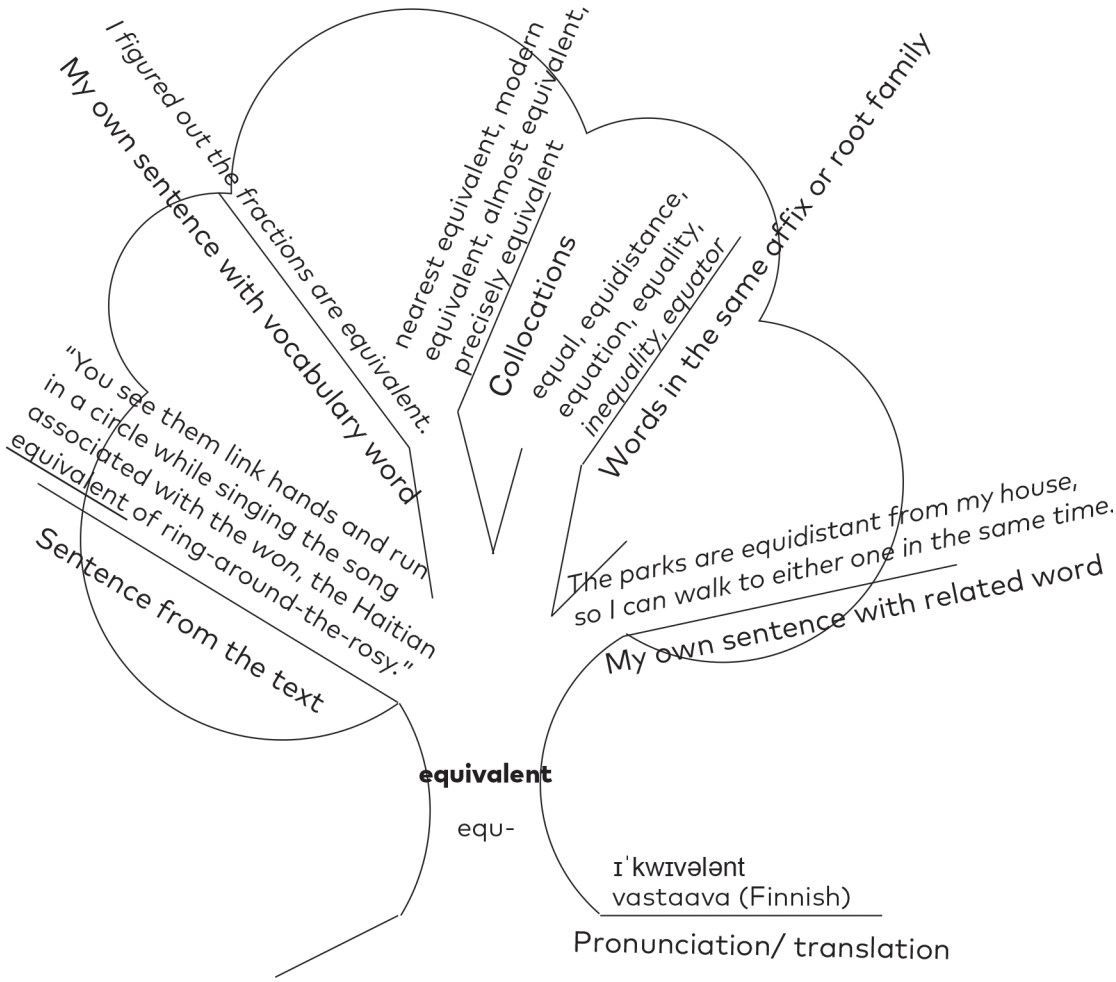
Source: *Eight Days: A Story of Haiti*

The word is **"equivalent."**

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

Prefix	Root	Suffix	Definition of Affix
equi-	valent—*be well, or be worth*		*equal*

2. Complete the Vocabulary Tree for the word **equivalent**.



Writing Practice

Unit 2, Week 2: Student Task Cards

Name: _____ **Date:** _____

Daily Learning Targets

Day 2 and Day 4:

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

Student Materials

- ☑ QuickWrites from module Lessons 1–4
- ☑ Lined paper

Directions:

Day 2 and Day 4

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

1. Choose one of the QuickWrites from module Lessons 1–4 to rewrite today.
2. Remember your goal from Day 1. Tell a partner what you are going to do to reach your goal today.
   - "I am going to concentrate on _____ today. I will do this by _____."
3. Without looking at the original QuickWrite, write on the same prompt (on the lined piece of paper) for 12 minutes. Remember to practice using the grammatical structure you learned in Unit 2, Week 1: Additional Work with Complex Text.
   - Contrasting ideas: (But/Yet/Although) in spite of _____, _____.
   - Adding on similar ideas: (Also/Additionally/Furthermore) in spite of _____, _____.

4. **MORE CHALLENGE:**

   If you finish writing early, reread your QuickWrite from today. Answer the following question:

Did you reach your goal? Why or why not?