



Education
Language Arts

Grade 5: Module 4 Unit 3

Additional Language and Literacy Block

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

Grade 5: Module 4

Unit 3

Additional Language and Literacy Block

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

The ALL Block for each unit contains the following:

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

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

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

ALL 5M4 UNIT 3 OVERVIEW

 <p>Reading and Speaking Fluency/GUM RF.5.4</p>	<ul style="list-style-type: none"> • Students practice and perform a read-aloud of <i>Eight Days: A Story of Haiti</i> in groups. • <i>ELLs complete the same activities as other students.</i> • Suggested student grouping for teacher-guided instruction: Consider creating mixed-ability groups for this component. (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Additional Work with Complex Text RL.5.4, RI.5.4, RL.5.10, RI.5.10, SL.5.1, L.5.1, L.5.4</p>	<ul style="list-style-type: none"> • Students brainstorm strategies for reading a complex text. They then practice using these strategies on a complex text of their choice. All students deconstruct a compelling sentence of their own choosing on Day 4—similar to the work they have practiced with Language Dives throughout the modules. • <i>ELLs complete the same activities as other students.</i> • Suggested student grouping for teacher-guided instruction: group 1 ■, group 2 ▲, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Independent Reading RL.5.2, RI.5.2, RL.5.10, RI.5.10, RI.5.2, SL.5.1</p>	<ul style="list-style-type: none"> • Students summarize and reflect on their favorite free choice and research texts to complete summary posters. They then participate in a Poster Session to share with their classmates and collect ideas for summer reading. Consider extending this activity over some of the flex days at the end of Unit 3. Add to the celebratory feeling by having refreshments and/or inviting students to dress as their favorite characters or in their pajamas. Allow students to read aloud their favorite passages from any text to a small group. Participate by sharing some of your favorite texts. • <i>ELLs complete the same activities as other students.</i>
 <p>Writing Practice W.5.2, W.5.4, W.5.10</p>	<ul style="list-style-type: none"> • Students reflect on their writing growth throughout the year by responding in writing to a series of prompts. • <i>ELLs complete the same activities as other students.</i> • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)
 <p>Word Study and Vocabulary RF.5.3a, L.5.4b, L.5.5c, L.5.6</p>	<ul style="list-style-type: none"> • Students play a word game with the suffix <i>-ness</i>. They analyze two academic vocabulary words and their affixes (using Vocabulary Trees) and practice adding or changing affixes to make new words. • <i>ELLs complete the same activities as other students with an additional Mini Language Dive.</i> • Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ●◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

Additional Language and Literacy Block

ALL 5M4 UNIT 3 SAMPLE CALENDAR			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 1</p> <p>ALL Block: Week 1, Day 1</p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With the teacher, students are introduced to their task—performing a read-aloud of <i>Eight Days: A Story of Haiti</i>.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (■●◆▲) 	<p>Additional Work with Complex Text</p> <p>Overview: All students work with a small group to identify and discuss strategies they use to read complex text.</p> <p>Learning Target: I can effectively discuss what I have learned about complex text with my classmates. (RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards 	<p>Independent Reading</p> <p>Overview: All students follow a task card to summarize and reflect on their favorite free choice text. They begin a Free Choice Reading Text Summary Poster to share with their classmates.</p> <p>Learning Target: I can summarize my favorite free choice reading text. (RL.5.2, RI.5.2, RL.5.10, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Independent Reading: Student Task Cards • Free Choice Reading Text Summary Poster
<p>Lesson 2</p> <p>ALL Block: Week 1, Day 2</p>	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students look more closely at the strategies for reading a complex text and practice by reading a complex text together.</p> <p>Learning Target: I can discuss strategies for reading complex text with my group. (RL.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (■▲), (●◆) 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students work with a partner to practice their portion of the read-aloud.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards 	<p>Independent Reading</p> <p>Overview: All students follow a task card to continue creating a Free Choice Reading Text Summary Poster to share with their classmates.</p> <p>Learning Target: I can summarize my favorite free choice reading text. (RL.5.2, RI.5.2, RL.5.10, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

(continued)

ALL 5M4 UNIT 3 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: Student groups perform their read-aloud for the teacher and receive feedback. Learning Target: I can read a passage aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: N/A	Additional Work with Complex Text Overview: Students work with a partner to read a complex text of their choice and employ the strategies they discussed on Day 1 and Day 2. Learning Target: I can use various strategies to read a complex text. (RL.5.4, RI.5.4, RL.5.10, RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to continue creating a Free Choice Reading Text Summary Poster to share with their classmates. Learning Target: I can summarize my favorite free choice reading text. (RL.5.2, RI.5.2, RL.5.10, RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A
Lesson 4 ALL Block: Week 1, Day 4	Additional Work with Complex Text Overview: With teacher guidance, students practice deconstructing and asking questions about a compelling sentence of their own choosing, similar to the work they have practiced with Language Dives throughout the modules. Learning Targets: I can understand and use the conventions of English grammar. (L.5.1) I can determine and clarify the meaning of unfamiliar vocabulary words. (L.5.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Reading and Speaking Fluency/GUM Overview: Students follow a task card to perform and/or record their read-aloud of <i>Eight Days: A Story of Haiti</i> . Learning Target: I can read a passage aloud fluently. (RF.5.4) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A	Independent Reading Overview: All students follow a task card to share their Free Choice Reading Text Summary Poster with a partner. Students who haven't yet finished the poster get feedback today and can continue to work on it on Week 2, Days 1–3. Learning Target: I can tell others about my favorite free choice reading text. (RL.5.10, RI.5.10, SL.5.1) <i>ELLs complete the same activities as other students.</i> Printed Materials: N/A

(continued)

Additional Language and Literacy Block

ALL 5M4 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
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.		
Lesson 6 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, students choose and respond to a prompt that will help them reflect on their growth as writers. Learning Target: I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10) <i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Writing Practice: Teacher Guide Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (■●◆▲) 	Word Study and Vocabulary Overview: Students follow a task card to play a game with words that end in <i>-ness</i> . Learning Target: I can practice using words with the suffix <i>-ness</i>. (L.5.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards The Word Is... word cards 	Independent Reading Overview: All students follow a task card to summarize and reflect on their favorite research reading text. They start a Research Reading Text Summary Poster to share with their classmates. Learning Target: I can summarize my favorite research reading text. (RI.5.2, RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 3, Week 2: Independent Reading: Student Task Cards Research Reading Text Summary Poster

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ALL 5M4 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 7</p> <p>ALL Block: Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, all students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>preparedness</i> with a focus on the suffix <i>-ness</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the suffix <i>-ness</i>. (RF.5.3a, L.5.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide, including a Mini Language Dive.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Word Study and Vocabulary: Teacher Guide Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards (■), (●◆), (▲) 	<p>Writing Practice</p> <p>Overview: Students follow a task card to write a reflection on their growth as writers.</p> <p>Learning Target: I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> Unit 3, Week 2: Writing Practice: Student Task Cards 	<p>Independent Reading</p> <p>Overview: All students follow a task card to summarize and reflect on their favorite research reading text. They continue working on a Research Reading Text Summary Poster.</p> <p>Learning Target: I can summarize my favorite research reading text. (RI.5.2, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

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Additional Language and Literacy Block

ALL 5M4 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 8</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students continue to write a reflection on their growth as writers.</p> <p>Learning Target: I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials: N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: Students play the same game as on Day 1 with new words that end in <i>-ness</i>.</p> <p>Learning Target: I can practice using words with the suffix <i>-ness</i>. (L.5.4b)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to complete a Research Reading Text Summary Poster to share with their classmates.</p> <p>Learning Target: I can summarize my favorite research reading text. (RI.5.2, RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
<p>Lesson 9</p> <p>ALL Block: Week 2, Day 4</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, all students use a Vocabulary Tree to analyze the meaning of the academic vocabulary word <i>evacuate</i> with a focus the root <i>vac</i>. Note: If you have students reading below grade level, this would be an appropriate time to substitute EL Education’s K–2 Skills Block program.</p> <p>Learning Target: I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root <i>vac</i>. (RF.5.3a, L.5.4b)</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teaching guide.</i></p> <p>Printed Materials: N/A</p>	<p>Writing Practice</p> <p>Overview: Students follow a task card to write a reflection on their growth as writers.</p> <p>Learning Target: I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students participate in a Poster Session on their classmates’ Research Reading Text Summary Posters and Free Choice Reading Text Summary Posters. They use a note-catcher to gather summer reading options.</p> <p>Learning Target: I can use my classmates’ recommendations to find summer reading texts.</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • My Summer Reading Wish List note-catcher

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ALL 5M4 UNIT 3 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 10	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons. Consider having students revisit or revise incomplete Student Task Cards from Days 1–4.</p>		
Lesson 11	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 12	<p style="text-align: center;">FLEX DAY</p> <p style="text-align: center;">Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Target

Day 1 and Day 3:

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

Teaching Notes

- On Day 1, students are introduced to the task and practice their portion of the text with a partner.
- On Day 3, students practice their performance and receive feedback from the teacher.
- Note: On Day 4, student groups may use a recording device to record their performance. Consider inviting student groups to perform their read-aloud of *Eight Days: A Story of Haiti* for a larger audience (e.g., whole class, another fifth-grade class, a lower grade, or a community group such as the PTA or library group).
- **Differentiation:** Students work in groups of eight, with each student performing one “day” from the story and one student reading both the introduction and the last “day.” To provide more challenge, have students perform in small groups so they will read and perform more text. To provide more support, strategically assign students pages to read. The second and fifth “days” have the least amount of text.
- **In advance:**
 - Strategically create groups of eight students (or fewer, to provide more challenge).
 - Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (one per student)
- ✓ *Eight Days: A Story of Haiti* (from module Unit 2, Lesson 1; one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning target. Tell students they will read and perform *Eight Days: A Story of Haiti*.
- Invite students to complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - ▲: Consider modeling the read-aloud of a portion of or the entire book to reacquaint students with the book before or after asking them to complete step 1. Additionally, consider

explicitly stating the tone of voice used while reading (examples: hopeful, playful, serious). Invite students to recall the work they did with tone during Unit 2 and to list, and practice, varying tones of voice they might use before they begin to read.

- Debrief student ideas for step 1. Invite student volunteers to share out.
- Move students into pre-determined groups of eight. Students can write the page number that they will be reading aloud on step 2.
- Tell students to complete step 3 with a partner. If you have smaller groups, consider grouping students from different groups who are working on the same portion of the text.
 - : Work individually with students who need additional support.
 - ▲: Strategically group students with varying levels of language proficiency, allowing students to support one another with pronunciation.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 2.

Instruction for Day 3

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning target.
- Invite students to complete step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite student groups to perform and give them stars and steps feedback.
 - Depending on the size of groups, there may be more than one performance group per teacher-led group. If this is the case, invite student groups to listen and give feedback as well.
 - Depending on the size of the groups, students may perform all or a portion of the text more than once.
- Invite groups to reflect on the feedback by completing step 3.
- Prepare students for the next day's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 4. Depending on the needs of your students, review how to use the recording device. If students will not be using the recording device, let them know for whom they will be performing on Day 4.



Reading and Speaking Fluency/GUM



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

Name: _____ **Date:** _____



Daily Learning Targets

Day 1 and Day 3:

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

Student Materials

- Eight Days: A Story of Haiti*

Directions:

Day 1

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

This week you will work in groups to read and perform *Eight Days: A Story of Haiti*.

1. With a partner, discuss what tone of voice your group will use when you read the book aloud. Discuss the following questions:
 - When we read this book, what overall tone should we use?
"We should use a _____ tone because _____. For example, _____."
 - Where in the book does the tone change slightly?
"I think the tone changes when Junior is _____. Here we should use a _____ tone. Another place is _____. I think we should use a _____ tone here."
 - Are there any parts of the book we will want to emphasize? How will we do that?
"We should emphasize _____ because _____. We will emphasize these parts by _____."
2. My part of the book is: _____.

3. Working with a partner, take turns reading your assigned parts aloud together. Then discuss the following questions about each part:
 - What tone do I want to use?
"I want to use a _____ tone because _____."
 - What words do I want to highlight or emphasize with my voice?
"I want to emphasize the words _____, _____, and _____. The reason is because _____."
 - How fast should I read?
 - What are some tricky words I want to make sure to pronounce correctly?
"_____ is a tricky word. Am I pronouncing it correctly? Can you show me?"

MORE CHALLENGE:

Change partners and discuss your parts of the book using the questions above.

Day 3

1. Practice your part of the book by whisper reading your part of the book.
2. When the teacher tells you it's time, perform your read-aloud.
3. Listen to the feedback from the teacher. Then discuss with your group what you will do when you record the performance.
 - "As a group we should _____ because _____."
 - "I think we will _____ very well because _____."
 - "When I perform tomorrow, I will be sure to _____ because _____."



Additional Work with Complex Text



Unit 3, Week 1: Student Task Cards

Name: _____

Date: _____



Daily Learning Targets

Day 1:

- I can effectively discuss what I have learned about complex text with my classmates. (RI.5.10, SL.5.1)

Day 3:

- I can use various strategies to read a complex text. (RI.5.4, RL.5.4, RL.5.10, RI.5.10)

Student Materials

Day 1

- Sticky note

Day 3:

- A complex text of student's choice
- Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards

Directions:

Day 1

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

Move into groups of four.

1. This year, you have read many complex texts. Discuss these questions to describe what you have learned about how to read and understand complex texts. You may not have time to discuss them all.

Questions	Conversation prompts
<ul style="list-style-type: none"> ■ What was a complex text that you read this year? What made it difficult to read? 	<p>"A text that was complex for me was _____. Does anyone else agree?"</p> <p>"I'd like to add _____."</p>
<ul style="list-style-type: none"> ■ How can the words and sentences in a text make it complex? Please give an example. 	<p>"The words/structure/content of a text can make it complex because _____. For example, _____. Does anyone else think something similar?"</p>
<ul style="list-style-type: none"> ■ How can the content of a text make it complex? Please give an example. 	<p>"Can you give an example?"</p>
<ul style="list-style-type: none"> ■ How can the structure of a text make it complex? Please give an example. 	<p>"I agree with you and furthermore, _____."</p> <p>"When a text is about _____, it is difficult to read. For example, _____."</p>
<ul style="list-style-type: none"> ■ What do you do first when you read a complex text? 	<p>"When I read a complex text, I _____. Who does something similar/different?"</p>
<ul style="list-style-type: none"> ■ What do you find most helpful when reading a complex text? 	<p>"I've learned _____. How about you?"</p>
<ul style="list-style-type: none"> ■ What is the most important thing you have learned about reading complex text? 	

2. This week you will work with a complex text that you choose. It could be something we read this year in this class. It could be something from another class or home. It should be at least a paragraph in length, but no longer than one page.

Write this on the sticky note: "Homework: Bring a text to class that I find complex."

MORE CHALLENGE:

Discuss more with your group:

- What is the most complex text you have read this year?
- What made it challenging?
- What did you do to overcome that challenge?

Write the answer to any of the questions you discussed today.

Day 3

Work with a partner.

1. Each partner takes a turn explaining why he or she chose the complex text he or she brought.

"I chose this text because _____."

"I find this text complex because _____."

2. Work together to understand the texts. (If the text is long, choose one or two paragraphs with which to work.)

- Start with one partner's complex text. Use the strategies that you listed on the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card with your teacher to paraphrase the text.
- Repeat with the other partner's complex text.

3. Reflect with your partner. Complete the following sentences a few different times:

"Thanks for helping me understand my complex text. You really helped me _____."

"I used to think _____, but now I think _____."

"When I have to read a complex text in the future, I will _____."

MORE CHALLENGE:

What advice would you give fifth-grade teachers about how to teach students to read complex text? Write your advice below.



Independent Reading



Unit 3, Week 1: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

Days 1–3:

- I can summarize my favorite free choice reading text. (RL.5.2/RI.5.2, RL.5.10/RI.5.10)

Day 4:

- I can tell others about my favorite free choice reading text. (RL.5.10/RI.5.10, SL.5.1)

Student Materials

Day 1

- Independent reading journal
- Free choice reading text
- Free Choice Reading Text Summary Poster

Days 2–4:

- Free choice reading text
- Free Choice Reading Text Summary Poster (begun on Day 1)

Directions:

Day 1

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

This week we will celebrate your independent reading!

1. Pick your favorite free choice reading text. Use your independent reading journal if needed.
2. Move to sit with a partner:
 - Preview the Free Choice Reading Text Summary Poster. Take turns reading each box.
 - In the personal reflection box, you will answer **both** of these questions:
What did you like most about this text?
Why would you recommend this text to a friend?

3. Discuss the tasks in each box. Use these sentence frames to help you:
- "The best part of my text was _____, so I'll draw ____."
- "My text deserves ___ stars because _____."
- "My text was mostly about _____."
- "I liked _____ about my text. For example, _____."
- "I would recommend this text because _____."
4. Begin filling in the Free Choice Reading Text Summary Poster on your own.

Days 2 and 3

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

1. Use the Paragraph Talk Through to discuss what you will write today for 5 minutes.

Conversation prompt	Sentence frames
I will summarize my text in two or three sentences. I will write something like ...	"The text was mostly about _____." "This is the story of _____." "First, _____. Next, _____. Then, _____. Last, _____."
Then I will answer two of the personal reflection questions. I will answer the question by writing something like this ...	"I liked ____ the most about my text because _____." "For example, _____." "I would recommend this text because _____." "For instance, _____."

2. Continue working on your Free Choice Reading Text Summary Poster.

MORE CHALLENGE:

If you finish your Free Choice Reading Text Summary Poster, choose a favorite passage from the text. Practice by whisper reading it. You can share it with a partner on Day 4.

Day 4

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

1. Move to sit with a partner and label yourselves A and B.
2. Partner A shares his or her Free Choice Reading Text Summary Poster, while pointing to the poster.
3. Partner B listens and gives one step and one star.
4. Switch roles and repeat this process.
5. Revise or finish your Free Choice Reading Text Summary Poster.

MORE CHALLENGE:

Once you and your partner have finished your posters, take turns reading aloud your favorite parts of your texts.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can discuss strategies for reading complex text with my group. (RL.5.10, SL.5.1)

Day 4:

- I can understand and use the conventions of English grammar. (L.5.1)
- I can determine and clarify the meaning of unfamiliar vocabulary words. (L.5.4)

Teaching Notes

- On Day 2, students discuss and use strategies for tackling complex text. The teacher models how to approach a complex text.
- On Day 4, students practice deconstructing and asking questions about a compelling sentence of their own choosing, similar to the work they have practiced with Language Dives throughout the modules. This allows students to take ownership of “diving” into a compelling sentence in order to better understand its structure, vocabulary, content, and meaning.
- For Day 4, provide complex texts for students who may not have brought one in. Include a variety of texts to allow for student choice. Consider using texts from this year’s modules (e.g., *Esperanza Rising*, *Promises to Keep*), texts from this module, etc. to ensure students are familiar with the texts provided. For students who need additional support, consider inviting them to work in pairs and to select and work on the same sentence together.
- **Differentiation:** To provide more support, offer a variety of complex texts from past modules for students to choose from to work with on Day 3 (in independent groups) and Day 4 (in teacher-guided groups). Encourage pairs or small groups to choose a common text so they can support each other as they complete the activities for Days 3 and 4.
- **In advance:**
 - Gather complex texts for students who do not bring one in.
 - Choose a compelling sentence to model on Day 4. Choose a sentence from a text that students are familiar with (e.g., a text from this module), so they understand the context surrounding the sentence. Additionally, consider choosing a sentence that was the focus of a Language Dive in this module, so students are able to focus more on the process of deconstructing a sentence, rather than on new language and content. If you prefer, you can use the model excerpt from the poem “Job.”
 - Prepare the independent Student Task Cards.

Materials

Day 2

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards (one to display)

Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Complex text of a student's choice (one per student)
- ✓ Chart paper (one piece per group; used by the teacher to model deconstructing a sentence)
- ✓ Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)

Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets. Share that today they will discuss the ways they have learned to read a complex text. Then they will list strategies they can use whenever they read a complex text in the future.
- Invite students to complete step 1 on the activity card 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.
- Debrief step 1 and invite student volunteers to share out.
 - 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.)**
- Working as a group, complete the chart in step 2. Use the poem from step 1 and the strategies below to model how to approach a complex text by thinking aloud. Invite students to write down strategies and examples from the text on the chart. Refer to **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)** as necessary.
 - Identify *vocabulary words* that make the poem complex. Then help students brainstorm strategies for working with difficult vocabulary.
 - ▲: Model identifying a word, such as *catacombs*, and determining the meaning. Then model different strategies for determining meaning, including using affixes, context, and a dictionary.
 - ◆: Invite students to identify words and then work with a partner to determine meaning.
 - Identify *content* that makes the poem complex. Remind students that they have already built background about natural disasters and the earthquake in Haiti, so they can picture the destruction that this poem is about. However, the title of the poem is a reference that students may not be familiar with. Model finding a simple explanation of who Job was by looking in the sidebar or a dictionary. (Job was a character in the Bible to whom a lot of bad things happened. However, he kept his faith and kept a positive outlook. The poet is saying he wants to be that way, too.) Then help students brainstorm and record other strategies for working with unfamiliar content.

- Identify how the *structure* of a poem can sometimes make the poem difficult to understand. For example, the beginning and end of a thought is not always clear in a poem. However, if they pay close attention to punctuation, they can read it in a way that sounds more familiar. Demonstrate reading the poem aloud with exaggerated stops at each punctuation mark. By paying attention to the punctuation, we can better understand what the poem is saying.
 - If useful, explain what the punctuation in this poem helps you understand. For example, the poet introduces the idea and describes his *house* until the first dash. Then he talks about the *tree* in his yard until the semicolon. Then he describes his *yard* until the next dash. Then he switches to the *people* in his town who are looking through the rubble for things. Then, after the period, he switches back to the idea of his home. All of those things (the house, the tree, the yard, the people) are different aspects of his home.
 - Help students brainstorm and record other strategies for using structure to help make sense of complex text.
 - ◆▲: Invite students to look for patterns in the poem, as well. For example, there are patterns of both positive and negative imagery. This helps the poet get across the idea that even though his house, his shelter, is cracked and broken, it is still his home. For the ▲ group, invite students to visualize the imagery as they identify patterns in the poem.
- Prepare students for the next day’s independent activity using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card** for Day 3. Remind students to bring in a text they find complex and to choose one page or paragraph of that text to focus on. It could be a text they studied this year in class. It could also be from a newspaper or their science, math, or history class or a text they are reading on their own (or provide a variety of texts for the students to choose from). They will work with this text on Days 3 and 4. Remind them to use the strategies they brainstormed today. Note that students will use the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards on Day 3.

Instruction for Day 4

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets. Share with students that today they will use the strategies they have learned for attacking a complex text in order to choose a compelling sentence within their chosen sentence to focus on.
- Instruct students to take out the **complex text of their choice** and 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.
- Invite students to complete steps 2–7 on the activity card. Using **chart paper** and the Student Activity Card as a guide, model each step on the card before inviting students to work independently or in pairs. If using the “Job” poem, refer to **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)** for modeling support. Modeling should be fast and efficient, taking no more than 5 minutes.
 - Model step 2 by choosing a sentence from a complex text that is both compelling and important to the text’s meaning. Consider using the poem “Job” as a complex text, and select the first eight lines to focus on (“This is a home, this is a shelter, these walls,

shaken, the lines of jagged cracks, the split at the ceiling that lets in light and rain—this is my comfort, here,”). Note that this is an excerpt rather than a complete sentence, as poetry is not often written in complete sentences. Read this excerpt aloud and then think aloud the reason for choosing it.

- Invite students to complete step 2 on the activity card. Circulate to support them. If useful, encourage students to choose a sentence they have already done a Language Dive on.
- Model step 3 and chunk your sentence. Create rows on your chart paper that mimic the rows on the Student Activity Card. Explain that there should be between two and five chunks for each sentence. Think aloud as you chunk your sentence.
- Invite students to complete step 3 on the activity card (independently or in pairs).
- Model step 4. Circle vocabulary, structure, and content that make your sentence complex. Think aloud doing so for each chunk on the chart. Explain that there will not always be something to circle for each of the categories.
- Invite students to complete step 4 on the activity card.
- Model step 5. Look at each chunk and think aloud one chunk to focus on based on how meaningful and compelling it is. Put a star next to this chunk on the chart.
- Invite students to complete step 5 on the activity card independently or in pairs.
- Model step 6. On the same chart paper, and using the Student Task Card as a guide, model and think aloud writing questions for this chunk to demonstrate step 6. Refer to the **Questions We Can Ask during a Language Dive anchor chart** to do so.
- Point out that students should circle or write two to three questions in the left-hand column and one active question in the right-hand column. They can also think of their own questions. Encourage them to write the questions that are most meaningful to their chunk, and to get creative with the active questions.
- Invite students to complete step 6 on the activity card. Circulate to support them.
 - ▲: Invite students to use their home languages to discuss and write their questions.
 - ▲: Consider working with a small group of students to support them with the most relevant questions to ask, as well as to support them with creating a sentence frame for the challenge question. For example, if their sentence includes a person, focus them on the question “Who is this chunk about?”
 - ◆: After students finish, invite each student to choose one or two questions to share with a partner.
- As time permits, model and invite students to complete the challenge.
- As time permits, invite students to share with a partner. Students can read their sentence aloud, share their focus structure, ask the one or two questions they chose, and share their sentence practice if they completed the challenge. Choose two or three students to share their focus structure, sentence, and sentence practice with the whole group.
 - ▲: Invite students to share one way they could translate their focus structure into their home language, and to compare the structures in English and their home language.
- Collect the Teacher-Guided Student Activity Cards to review student responses. Consider using sentences identified by students as the basis for additional Language Dives on flex days.



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Cards (■▲)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2

- I can discuss strategies for reading complex text with my group. (RL.5.10, SL.5.1)

Day 4:

- I can understand and use the conventions of English grammar. (L.5.1)
- I can determine and clarify the meaning of unfamiliar vocabulary words. (L.5.4)

Student Materials

Day 2:

- N/A

Day 4:

- Complex text of the student's choice (one per student)

Directions:**Day 2**

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

1. Read this excerpt from the poem "Job" by Kwame Dawes.

This is a home, this is a shelter, these walls, shaken, the lines of jagged cracks, the split at the ceiling that lets in light and rain—this is my comfort, here, deep in the catacombs of Port-au-Prince, shaded by a giant breadfruit tree with its fragile branches, its bounty; here where the yard is cluttered with trash, drying leaves, and broken bricks salvaged from the ruins dumped here for use, they keep saying, later—they being those searching through the broken houses for paper, and if truth be told, money, bread, pots, clothes and an answer to our calling of her name. This is home, where I pray each night:

Job is a figure in several religions including Judaism, Christianity, and Islam. Job is a good man who experiences many terrible disasters that take away everything important to him, including his health, his family, and his property. In the story of Job in the Bible, he struggles to understand why so many bad things have happened to him and begins to look for solutions to his problems.

With your partner, discuss: What makes this poem a complex text? Is it the vocabulary, the structure, or the content? Or is it perhaps more than one thing?

"To me, this text is complex because _____. For example, _____."

Jot down your ideas.

2. Work with your group to fill in the following Strategies for Reading Complex Text chart.

If the vocabulary makes the text complex, I can ...	If the content makes the text complex, I can ...	If the structure makes the text complex, I can ...
Circle the words I can't figure out. Then: Use affixes and roots to guess	Look up key terms in a dictionary or other reference text.	Pay attention to punctuation.
Examples from the poem	Examples from the poem	Examples from the poem

Day 4

1. In partners, take turns explaining why you chose the text that you brought in. Then take turns reading your text aloud to each other. After you read, circle vocabulary, structure, and content that make your text complex, using the strategies from Day 2 to help you. (If the text is long, choose one or two paragraphs from which to work.)
2. Choose one sentence that you want to focus on today. Make sure this sentence is compelling and important to the meaning of the text. Explain to your partner why you chose this sentence.
 "This sentence is compelling because _____."
 "This sentence is important to the meaning of the text because _____."
3. Deconstruct your sentence into "chunks." First, discuss in partners how you will deconstruct your sentence, and then write each "chunk" in a separate row below. (You might not use all of the rows.)

(Chunk 1)
(Chunk 2)
(Chunk 3)
(Chunk 4)
(Chunk 5)

4. Look back at each chunk. Circle the vocabulary, structure, and content in each chunk that make it compelling.
5. Which chunk is the most meaningful **and** compelling? Put a star next to this chunk. This is your "focus structure." Discuss with your partner why you chose this chunk.

"I chose this chunk because _____."

"This chunk is compelling because _____. It is also meaningful because _____."

6. Choose some questions to ask yourself to help you understand this chunk. Use the Questions We Can Ask during a Language Dive anchor chart to help you. Also, think of your own questions to write!

Questions	Active Question
<p><i>(Circle questions to ask about your chunk, or write your own. You should have two to three questions total.)</i></p> <p>Who is this chunk about?</p> <p>What is this chunk about?</p> <p>What does this chunk tell us?</p> <p>What do we think this word means?</p> <p>What are some synonyms of this word? How are they different in meaning?</p> <p>Can you figure out why the author wrote/included _____?</p> <p>What if we replace _____ in this chunk with _____? How does this change the meaning?</p> <p>My own questions:</p> <p>1.</p> <hr/> <hr/> <p>2.</p> <hr/> <hr/> <p>3.</p> <hr/> <hr/>	<p><i>(Circle one active question below, or write your own active question or activity.)</i></p> <p>Can we act out the chunk?</p> <p>Can we sketch the chunk?</p> <p>My own active question or activity:</p> <hr/> <hr/> <hr/> <hr/>

MORE CHALLENGE:

Make your own sentence frame for others to practice using this sentence structure in another way.

Practice:



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Cards (●◆)

Name: _____ **Date:** _____



Daily Learning Targets

Day 2

- I can discuss strategies for reading complex text with my group. (RL.5.10, SL.5.1)

Day 4

- I can understand and use the conventions of English grammar. (L.5.1)
- I can determine and clarify the meaning of unfamiliar vocabulary words. (L.5.4)

Student Materials

Day 2:

- N/A

Day 4:

- Complex text of the student's choice (one per student)

Directions:

Day 2

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

- 1. Read this excerpt from the poem "Job" by Kwame Dawes.

<p>This is a home, this is a shelter, these walls, shaken, the lines of jagged cracks, the split at the ceiling that lets in light and rain—this is my comfort, here, deep in the catacombs of Port-au-Prince, shaded by a giant breadfruit tree with its fragile branches, its bounty; here where the yard is cluttered with trash, drying leaves, and broken bricks salvaged from the ruins dumped here for use, they keep saying, later—they being those searching through the broken houses for paper, and if truth be told, money, bread, pots, clothes and an answer to our calling of her name. This is home, where I pray each night:</p>	<p>Job is a figure in several religions including Judaism, Christianity, and Islam. Job is a good man who experiences many terrible disasters that take away everything important to him, including his health, his family, and his property. In the story of Job in the bible, he struggles to understand why so many bad things have happened to him and begins to look for solutions to his problems.</p> <p>With your partner, discuss: What makes this poem a complex text? Is it the vocabulary, the structure, or the content? Or is it perhaps more than one thing?</p> <p>"To me, this text is complex because _____. For example, _____."</p> <p>Jot down your ideas.</p>
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2. Working with your group, fill in the following Strategies for Reading Complex Text chart.

If the vocabulary makes the text complex, I can ...	If the content makes the text complex, I can ...	If the structure makes the text complex, I can ...
Examples from the poem	Examples from the poem	Examples from the poem

Day 4

1. In partners, take turns explaining why you chose the text that you brought in. Then take turns reading your text aloud to each other. After you read, circle vocabulary, structure, and content that make your text complex, using the strategies from Day 2 to help you. (If the text is long, choose one or two paragraphs from which to work.)
2. Choose one sentence that you want to focus on today. Make sure this sentence is compelling and important to the meaning of the text. Explain to your partner why you chose this sentence.
 "This sentence is compelling because _____."
 "This sentence is important to the meaning of the text because _____."
3. Deconstruct your sentence into "chunks." First, discuss in partners how you will deconstruct your sentence, and then write each "chunk" in a separate row below. (You might not use all of the rows.)

(Chunk 1)
(Chunk 2)
(Chunk 3)
(Chunk 4)
(Chunk 5)

4. Look back at each chunk. Circle the vocabulary, structure, and content in each chunk that make it compelling.
5. Which chunk is the most meaningful **and** compelling? Put a star next to this chunk. This is your "focus structure." Discuss with your partner why you chose this chunk.

"I chose this chunk because _____."

"This chunk is compelling because _____. It is also meaningful because _____."

6. Choose some questions to ask yourself to help you understand this chunk. Use the Questions We Can Ask during a Language Dive anchor chart to help you. Also, think of your own questions to write!

Questions	Active Question
<p><i>(Circle questions to ask about your chunk, or write your own. You should have two to three questions total.)</i></p> <p>Who is this chunk about?</p> <p>What is this chunk about?</p> <p>What does this chunk tell us?</p> <p>What do we think this word means?</p> <p>What are some synonyms of this word? How are they different in meaning?</p> <p>Can you figure out why the author wrote/included _____?</p> <p>What if we replace _____ in this chunk with _____? How does this change the meaning?</p> <p>My own questions:</p> <p>1.</p> <hr/> <hr/> <p>2.</p> <hr/> <hr/> <p>3.</p> <hr/> <hr/>	<p><i>(Circle one active question below, or write your own active question or activity.)</i></p> <p>Can we act out the chunk?</p> <p>Can we sketch the chunk?</p> <p>My own active question or activity:</p> <hr/> <hr/> <hr/> <hr/>

MORE CHALLENGE:

Make your own sentence frame for others to practice using this sentence structure in another way.

Practice:



Additional Work with Complex Text



Unit 3, Week 1: Teacher-Guided Student Activity Cards (■●◆▲) (Answers, for Teacher Reference)



Daily Learning Targets

Day 2

- I can discuss strategies for reading complex text with my group. (RL.5.10, SL.5.1)

Day 4:

- I can understand and use the conventions of English grammar. (L.5.1)
- I can determine and clarify the meaning of unfamiliar vocabulary words. (L.5.4)

Student Materials

Day 2:

- N/A

Day 4:

- Complex text of the student's choice (one per student)

Day 2

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

1. Working with your group, fill in the following Strategies for Reading Complex Text chart.

If the vocabulary makes the text complex, I can ...	If the content makes the text complex, I can ...	If the structure makes the text complex, I can ...
<p><i>Responses will vary, but may include:</i></p> <p><i>Circle the words I can't figure out. Then:</i></p> <p><i>Use affixes and roots to guess.</i></p> <p><i>Use a dictionary.</i></p> <p><i>Use the context clues to guess the meaning.</i></p> <p><i>Reread and note the gist in the margin.</i></p>	<p><i>Responses will vary, but may include:</i></p> <p><i>Look up key terms in a dictionary.</i></p> <p><i>Read a simpler background text first and then come back to the text.</i></p> <p><i>Reread and try to answer this question:</i></p> <p><i>"This text is mostly about ..."</i></p> <p><i>Look for patterns in the text, like cause and effect, chronological order.</i></p> <p><i>Look for examples the author uses.</i></p>	<p><i>Responses will vary, but may include:</i></p> <p><i>Pay attention to punctuation.</i></p> <p><i>Pause at every period and try to summarize the sentence.</i></p> <p><i>Pay attention to any headings, bullets points, illustrations, or other text features that may help me get the meaning.</i></p> <p><i>Reread and try to answer this question:</i></p> <p><i>"This text is mostly about ..."</i></p> <p><i>Look for patterns in the text, like cause and effect, chronological order.</i></p>
Examples from the poem	Examples from the poem	Examples from the poem
<i>Responses will vary</i>	<i>Responses will vary</i>	<i>Responses will vary</i>

Day 4:

Responses will vary. Note: The answers here are for teacher modeling with the answers from the excerpt from "Job."

1. In partners, take turns explaining why you chose the text that you brought in. Then take turns reading your text aloud to each other. After you read, circle vocabulary, structure, and content that make your text complex, using the strategies from Day 2 to help you. (If the text is long, choose one or two paragraphs from which to work.)

2. Choose one sentence that you want to focus on today. Make sure this sentence is compelling and important to the meaning of the text. Explain to your partner why you chose this sentence.

"This is an excerpt rather than a sentence. An excerpt is a short piece of writing that is taken from a text. Because 'Job' is a poem, it does not use complete sentences. I chose this text partly because it is a poem that uses complex text structure. The structure of this excerpt is also compelling: Kwame Dawes repeatedly used this and these; he divided it into lines, included a lot of commas, and used a dash that I would like to know more about. This excerpt is also compelling because it uses the word jagged, which provides very specific, sensory description and is a word I don't see very often. I think this excerpt is meaningful because it introduces the poem and, while it contains both positive and negative images, it leaves us with a hopeful feeling. This is a central theme throughout 'Job.'"

3. Deconstruct your sentence into "chunks." First, discuss in partners how you will deconstruct your sentence, and then write each "chunk" in a separate row below. (You might not use all of the rows.)

"This excerpt is long, so I think I will need to divide it into four or five chunks. To determine my chunks, I will consider structure, vocabulary, content, and meaning. I think the information in the first two lines goes together, following the same structural pattern and including two vocabulary words that are synonyms for a house—home and shelter—so my first chunk will be 'This is a home, this is a shelter,' and I will write this in the first row. I need to make sure I include all of the punctuation included in the excerpt, so this chunk will end in a comma."

(Think aloud each of the following chunks in a similar way, and add them to each row on the chart paper, for a total of five rows. Consider chunking the remaining sentence as follows: Chunk 2 = these walls, shaken,; Chunk 3 = the lines of jagged cracks,; Chunk 4 = the split at the ceiling that lets in light and rain; Chunk 5 = —this is my comfort, here,)

(Chunk 1) <i>This is a home, this is a shelter,</i>
(Chunk 2) <i>these walls, shaken,</i>
(Chunk 3) <i>the lines of jagged cracks,</i>
(Chunk 4) <i>the split at the ceiling that lets in light and rain</i>
(Chunk 5: starred because it is the focus structure) <i>*—this is my comfort, here,</i>

4. Look back at each chunk. Circle the vocabulary, structure, and content in each chunk that make it compelling.

"Jagged is a vocabulary word that I don't see very often, so I will circle this as one word that helps make this excerpt compelling. I am also going to circle the commas and the dash because I think these are parts of the excerpt's structure that make it compelling."

5. Which chunk is the most meaningful **and** compelling? Put a star next to this chunk. This is your "focus structure." Discuss with your partner why you chose this chunk.

"I think that the most meaningful chunk from my excerpt is '—this is my comfort, here.' I think this chunk is meaningful because it is connecting all of the information before the dash and telling us something about it—that all of the information together equals comfort. It is saying that the positive things mentioned in the previous chunks, such as home, shelter, and light—as well as the negative things mentioned in the previous chunks, such as shaken walls and a split in the ceiling where rain comes in—together equal comfort. It is also compelling because it uses the demonstrative pronoun this to refer to the subject that comes later. This takes the place of the conventional subject, and refers to my comfort, which comes later in this chunk. The structure of this chunk is also compelling because it includes a dash, which I think provides important meaning. I think the information after the dash tells us that all the positive plus all the negative still equals something positive, and that is really the meaning of this text. I think it contains the message that even amid struggle, we can still remain hopeful."

6. Choose some questions to ask yourself to help you understand this chunk. Use the Questions We Can Ask during a Language Dive anchor chart to help you. Also, think of your own questions to write!

"Just as we do during a Language Dive, I am going to look at the Questions We Can Ask during a Language Dive anchor chart to help me determine questions to ask for this chunk. I will ask two or three main questions, and then one active question or activity. The first question I think is important to ask is 'What is this chunk about?' So I will write this under the column labeled 'Questions.' This chunk is about my comfort, which I think refers to the author's feeling of calm and safety. I think another important question to ask that we often ask in a Language Dive is 'What does this chunk tell us?' So I will write this as my next question in the same column. I think this chunk tells us that here, meaning in this place—with all the positive and negative things mentioned in the previous chunks—is where the author feels comfortable, safe, and at home. For my third question, I think it is important to ask about the dash, so I will write 'Can you figure out why the author includes a dash?' as my third and last question for this column. This dash is called an em dash and can be used for different reasons. Here, the em dash is used to emphasize or highlight the information that comes after it. It tells us that the information after the em dash is key to the meaning of this excerpt. Can anyone think of an active question I can ask, such as inviting someone to act out or sketch this chunk, or an activity to include in the right-hand column?"

Questions	Active Question
<p><i>(Circle questions to ask about your chunk, or write your own. You should have two to three questions total.)</i></p> <p>Who is this chunk about?</p> <p><u>What is this chunk about?</u></p> <p><u>What does this chunk tell us?</u></p> <p>What do we think this word means?</p> <p>What are some synonyms of this word? How are they different in meaning?</p> <p>Can you figure out why the author wrote/included <i>an em dash</i>?</p> <p>What if we replace ____ in this chunk with ____? How does this change the meaning?</p> <p>My own questions:</p> <p>1.</p> <p style="text-align: center;"><i>Responses will vary</i></p> <hr/> <hr/> <p>2.</p> <hr/> <hr/> <p>3.</p> <hr/> <hr/>	<p><i>(Circle one active question below, or write your own active question or activity.)</i></p> <p>Can we act out the chunk?</p> <p>Can we sketch the chunk?</p> <p>My own active question or activity: <i>Responses will vary.</i></p>

MORE CHALLENGE:

Make your own sentence frame for others to practice using this sentence structure in another way.

Practice:

_____ [*something positive*] + _____ [*something negative*] - _____ [*something positive*].

**Reading and Speaking Fluency/GUM****Unit 3, Week 1: Student Task Cards****Name:** _____ **Date:** _____**Daily Learning Target****Days 2 and 4:**

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

Student Materials**Day 2**

- Eight Days: A Story of Haiti*

Day 4

- Eight Days: A Story of Haiti*
- Recording device (optional; one per performance group)

Directions:**Day 2**

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

Move to sit with a partner who was not your partner on Day 1.

1. Discuss with your partner how you will read your part:

"I want to use a _____ tone because _____."

"I'm going to read it this fast (show with one sentence) so _____."

"I want to emphasize the words _____, _____, and _____. The reason is because _____."

"_____ is a tricky word. Am I pronouncing it correctly? Can you show me?"

2. Read and give feedback:

Take turns reading aloud your part of *Eight Days: A Story of Haiti*.

Give each other steps and stars feedback.

"I really liked how you _____. It will help the listener _____."

Additional Language and Literacy Block

"The tone you used was _____. For example, _____."

"The next time you read, try to _____. I think that will help the listener understand it better."

"Think about reading _____. I think that will help _____."

MORE CHALLENGE:

Practice reading it aloud, again.

Day 4

Move to sit with your performance group.

1. Individual practice: All members of the group whisper read their part of the text to themselves.
2. Group performance: Perform your read-aloud of *Eight Days: A Story Of Haiti*. (If you are using a recording device, begin recording.)

MORE CHALLENGE:

Complete the following prompts:

I was most proud of:

If I could do it differently, I would have:



Writing Practice

Unit 3, Week 2: Teacher Guide



Daily Learning Target

Day 1 and Day 3:

- I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)

Teaching Notes

- In this component, students choose and respond to a prompt that helps them reflect on their growth as writers. As students write, encourage them to use aspects of the focus structure they identified in Unit 3, Week 1, Day 4 of Additional Work with Complex text to respond to the prompt.
- **Differentiation:** To provide heavier support, give students more time to orally process the prompt they will write about in step 1. Consider choosing one prompt as a group and orally processing together. If working with the ▲ group on a common prompt, consider generating and posting sentence frames with students. To provide more challenge, encourage students to write on each of the prompts over the week.
- **In advance:** Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ✓ Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards (one per student)
- ✓ Chart paper (one piece per ■ and ▲ groups; used to co-create supports for addressing prompts on activity card)
- ✓ Tracking Progress folder (from Module 1; one per student)
- ✓ Paper (lined; one piece per student)
- ✓ Unit 3, Week 2: Writing Practice: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and read aloud the definition of *writing fluency* and each of the prompts. Clarify as needed.
 - ◆: Invite a student to read each prompt.
 - ▲: Using **chart paper**, work with the students to create some common sentence frames they could use for each prompt. (Refer to the Paragraph Talk Through on the Unit 1, Week 2: Writing Practice: Teacher-Guided Student Activity Cards as an example.) Post for students to refer to throughout the week.
 - : Using chart paper, create with the students a simple diagram that shows how the students might organize the ideas for each prompt.

Additional Language and Literacy Block

- Distribute students' **Tracking Progress folders** and invite them to complete step 1 on the activity card 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.
- If useful, invite students to briefly share out which prompt they will respond to today. To provide more support, invite students who are writing on the same prompt to sit by one another and orally process periodically.
- Invite students to complete step 2 on the activity card, using lined **paper**.
- Circulate to support students. Consider working with a small group of students within the group to provide additional support.
- Prepare students for the next day's independent activity using the **Unit 3, Week 2: Writing Practice: Student Task Card** for Day 2. Remind students they may finish writing the prompt they began today on Day 2. The goal for the week is not to respond to every prompt but to write fluently and thoroughly on as many prompts as they can.

Instruction for Day 3

- Distribute the **Unit 3, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and follow the same routine from Day 1:
 - Read aloud the definition of *writing fluency* and read each of the prompts.
 - ▲: Invite students to continue working on the same prompt as on Day 1 and Day 2, revising if necessary. If students complete the prompt, consider inviting them to choose the same prompt again and to write a new response without looking at the first draft.
 - Distribute students' **Tracking Progress folders** and invite them to complete step 1 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - If useful, invite students to share out which prompt they will respond to today. To provide more support, invite students who are writing on the same prompt to sit by one another and orally process periodically.
 - Invite students to complete step 2.
 - ▲: Remind students to use the sentence frames created on Day 1.
 - Circulate to support students. Consider working with a small group of students within the group to provide additional support.
- Prepare students for the next day's independent activity using the **Unit 3, Week 2: Writing Practice: Student Task Card** for Day 4. Remind students to use their own writing as evidence and thoroughly answer the prompts.


Writing Practice

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

Name: _____ **Date:** _____


Daily Learning Target
Day 1 and Day 3:

- I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)

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

- Tracking Progress folders
- Lined paper

Directions:**Days 1 and 3**

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

This week you will reflect on your growth as a writer.

Using the contents of your Tracking Progress folders as evidence and inspiration, thoroughly answer two or more of the following prompts. You will likely write a two- to three-paragraph essay in response to each prompt.

- A. What advice would you give to someone who is going to take this class next year? Be sure to cite specific examples from your work.
- B. Describe what you have learned about the writing process this year. Be sure to cite specific examples from your work.
- C. What writing piece are you particularly proud of? Why? Be sure to cite specific examples from your work.
- D. How has your writing grown or improved this year? What will you continue to work on next year? Be sure to cite specific examples from your work.

Additional Language and Literacy Block

1. Discuss with a partner which prompt you will respond to today. Remember to use the contents of your Tracking Progress folders for evidence.
"I think I will write on the prompt that says _____ because _____."
"I will write something like _____."
"The evidence I will use for this prompt will be _____ and _____. I think this evidence shows _____."
"I think it will be a challenge to _____, so I will _____."
2. Write a paragraph (or more) in response to one of the prompts on the lined piece of paper. If you can, use aspects of the focus structure you identified on the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.

MORE CHALLENGE:

Whisper read your response to the prompt to yourself. Make sure you didn't leave out any words and that the meaning is clear.

**Word Study and Vocabulary****Unit 3, Week 2: Student Task Cards****Name:** _____ **Date:** _____**Daily Learning Target****Day 1 and Day 3:**

- I can practice using words with the suffix *-ness*. (L.5.4b)

Student Materials**Day 1 and Day 3**

- The Word Is... word cards
- Dictionary (optional)

Directions:**Day 1**

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

This week you will work with words with the suffix *-ness*.

1. Prepare for the game.
2. Find a partner.
3. Cut the list of words on The Word Is... word cards in half. One partner takes the Words for Partner A, and the other partner takes the Words for Partner B.
4. Choose 10 words each. Set aside the other word cards for Day 3.
5. Ask your partner about the definition of words you don't know, or use a dictionary.
6. Play "The Word Is..."

ROUND I

1. Partner A will begin.
2. Timekeeper sets the timer for 2 minutes.
3. Partner A begins:
4. Partner A tries to get partner B to say the words on his or her Words for Partner A cards without saying the word.
For example: If the word is *coldness*, partner A might say, "This is something that when you feel it, you put on a sweater" or "This is the condition of being cold." You CANNOT say, "This is a coldness."
5. After 2 minutes, switch roles. It is partner B's turn.
6. Continue until all of the cards have been guessed.

ROUND II

1. Same rules as in Round I, except this time you cannot say ANY part of the word.
For example: If the word is *coldness*, partner A might say, "This is something that when you feel it, you put on a sweater" but you CANNOT say "This is the condition of being cold." Try using this sentence frame:

"The BLANK of the ____ makes me ____." ("The BLANK of the air makes me want to put on a sweater.")
2. Exchange sets of word cards so each partner has new cards.
3. Partner B will begin.

MORE CHALLENGE:

If you finish early, choose five more words and shuffle them in with the other cards. Play again.

Day 3

1. Prepare for the game.
2. Find the same partner from Day 1.
3. Retrieve the word cards from Day 1 (or, if not available, cut the list of words on The Word Is... word cards in half. Each person takes Words for Partner A or Words for Partner B).
4. Choose 10 words each. Choose different words from Day 1. For MORE CHALLENGE, use the words from Day 1 and 10 new words.
5. Ask your partner about the definition of words you don't know, or use a dictionary.
6. Play the game as you did on Day 1. (See Day 1 for directions.)

MORE CHALLENGE:

Use any of the words from today to write a sentence.



Word Study and Vocabulary



Unit 3, Week 2: The Word Is... Word Cards

Words for Partner A		Words for Partner B	
alertness root word: alert	seriousness root word: serious	cleanliness root word: clean	craziness root word: crazy
preparedness root word: prepare	wilderness root word: wild	closeness root word: close	delightfulness root word: delight
awareness root word: aware	carefulness root word: careful	coldness root word: cold	dirtiness root word: dirty
baldness root word: bald	cheapness root word: cheap	colorfulness root word: color	disgracefulness root word: disgraceful
bitterness root word: bitter	childishness root word: childish	craftiness root word: crafty	dryness root word: dry

Words for Partner A	Words for Partner B	
eagerness root word: eager	emptiness root word: empty	forgetfulness root word: forgetful
genuineness root word: genuine	greediness root word: greedy	hopefulness root word: hopeful
illness root word: ill (or sick)	laziness root word: lazy	luckiness root word: lucky
loveliness root word: lovely	mildness root word: mild	obviousness root word: obvious
selfishness root word: selfish	darkness root word: dark	pushiness root word: pushy
readiness root word: ready	tiredness root word: tired	sadness root word: sad



Independent Reading



Unit 3, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Targets

Days 1–3:

- I can summarize my favorite research reading text. (RI.5.2, RI.5.10)

Day 4:

- I can use my classmates' recommendations to find summer reading texts.

Student Materials

Day 1:

- Free Choice Reading Text Summary Poster
- Independent reading journal
- Research reading text
- Research Reading Text Summary Poster

Day 2 and Day 3:

- Research Reading Text Summary Poster (begun on Day 1)
- Research reading text

Day 4

- My Summer Reading Wish List note-catcher
- Research reading text (optional)
- Free choice reading text (optional)

Directions:

Day 1

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

1. If you have not finished your Free Choice Reading Text Summary Poster, do so.
2. Pick your favorite research reading text. Use your independent reading journal if needed.

3. Move to sit with a partner:

- Preview the Research Reading Text Summary Poster. Take turns reading each box.
- In the personal reflection box, you will answer **two** of these questions:
 - What did you like most about this text?
 - Why would you recommend this text to a friend?

Discuss the tasks in each box. Use these sentence frames to help you.

"The best part of my text was _____, so I'll draw _____."

"My text deserves ___ stars because _____."

"My text was mostly about _____."

"I liked _____ about my text. For example, _____."

"I would recommend this text because _____."

4. Begin filling in the Research Reading Text Summary Poster.

Day 3

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

1. Move to sit with a partner.
2. Use the Paragraph Talk Through to discuss what you will write today for 5 minutes.

Conversation prompt	Sentence frames
I will summarize my text in two or three sentences. I will write something like ...	<p>"The text is mostly about _____."</p> <p>"This text explains _____."</p> <p>"This text shows _____."</p> <p>"The main idea of this text is _____ . First, _____. Next, _____. Then, _____. Last, _____."</p>
Then I will answer two of the personal reflection questions. I will answer the question by writing something like this ...	<p>"I liked _____ about my text the most because _____. For example, _____."</p> <p>"I would recommend this text because _____. For instance, _____."</p>

Additional Language and Literacy Block

3. If you have not finished your Free Choice Reading Text Summary Poster, do so OR continue working on the Research Reading Text Summary Poster. Post your poster once you are finished.

MORE CHALLENGE:

If you finish your Research Reading Text Summary Poster, choose a favorite passage from your text. Practice by whisper reading it. You can share it with a partner on Day 4.

Day 4

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

1. Move to sit with a partner.
2. Preview the My Summer Reading Wish List note-catcher. Facilitator reads the directions aloud and asks if there are any questions.
3. Participate in a Poster Session:
 - Silently walk around the room and look at your classmates' posters.
 - When you find a book that interests you, write it on the My Summer Reading Wish List note-catcher.

MORE CHALLENGE:

Find a partner who has also finished the Poster Session and share your favorite passage from either your free choice reading text or your research reading text.



Independent Reading



Unit 3, Week 2, Day 4: My Summer Reading Wish List Note-catcher

Name: _____ **Date:** _____

Directions: As you participate in the Poster Session, write down at least two books you'd like to read over the summer.

Title of text	Author	This book interests me because ...



Word Study and Vocabulary

Unit 3, Week 2: Teacher Guide



Daily Learning Targets

Day 2:

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

Day 4:

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

Teaching Notes

- On Day 2, students focus on the academic vocabulary word *preparedness* with the suffix *-ness*. On Day 4, they focus on the academic vocabulary word *evacuated* with the root *vac*. 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

- ✓ Unit 3, 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)
- ✓ Unit 3, Week 2: Word Study and Vocabulary: Student Task Cards (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss the meaning. 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: “And by understanding what your community is doing / — **or should be doing** — / to brace for disaster, / you can become an important part / of your community’s preparedness effort.”

Note: This Mini Language Dive will span Day 2 and 4.

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

- —: “Can you figure out why the author used em dashes?” The author uses em dashes to emphasize the information within.
- *or*: “Can you figure out why the author used the conjunction *or*?” The conjunction *or* is used to link alternatives. The information that follows will be an alternative to what your community *is doing*, mentioned in the previous chunk. This tells us that if you are not *doing* something in your community, then you *should be doing* it.
- *should*: “What does the word *should* mean?” The word *should* means that there is an obligation or duty to do something. It signals that what follows will be information about something that is expected, or that is the correct thing to do.
- Students can take 30 seconds in pairs to practice creating sentences with the word *should*. They can prioritize forming sentences to use in their presentation on their emergency leaflet.

— Practice:

“You should _____.” (You should practice your preparedness plan. You should pack a first aid kit in your emergency pack.)

— 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:

**“And by understanding what _____ is _____—or should be _____— you can _____.”
(And by understanding what your family is doing to prepare—or should be doing to prepare—you can be less worried if there is a natural disaster.)**

- Guide students through completing the Vocabulary Tree for the suffix *-ness*.
 - ▲: Invite students to write a pronunciation for the word. Invite students who speak a common home language to discuss the translation. Invite students to use a collocation to form their original sentence.
 - : Post a simple sentence starter for students to use when writing their original sentence. If useful, invite students to practice using the word aloud in a sentence several times before they write their own sentence.
 - ◆: Invite students to write several sentences. If useful, invite students to practice using the word aloud in a sentence several different ways before they write their own sentences.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day’s independent activity using the **Unit 3, Week 2: Word Study and Vocabulary: Student Task Card** for Day 3.

Instruction for Day 4

- Distribute the **Unit 3, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards**.
- Focus students on the sentence, break the word into syllables, and discuss the meaning. 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. See Instruction for Day 2.
- Guide students through completing the Vocabulary Tree for the root *vac*. Support students as needed. Refer to Day 2 instruction for suggestions for 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 3, 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 suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *vac*. (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.

"And by understanding what your community is doing—or should be doing—to brace for disaster, you can become an important part of your community's **preparedness** effort."

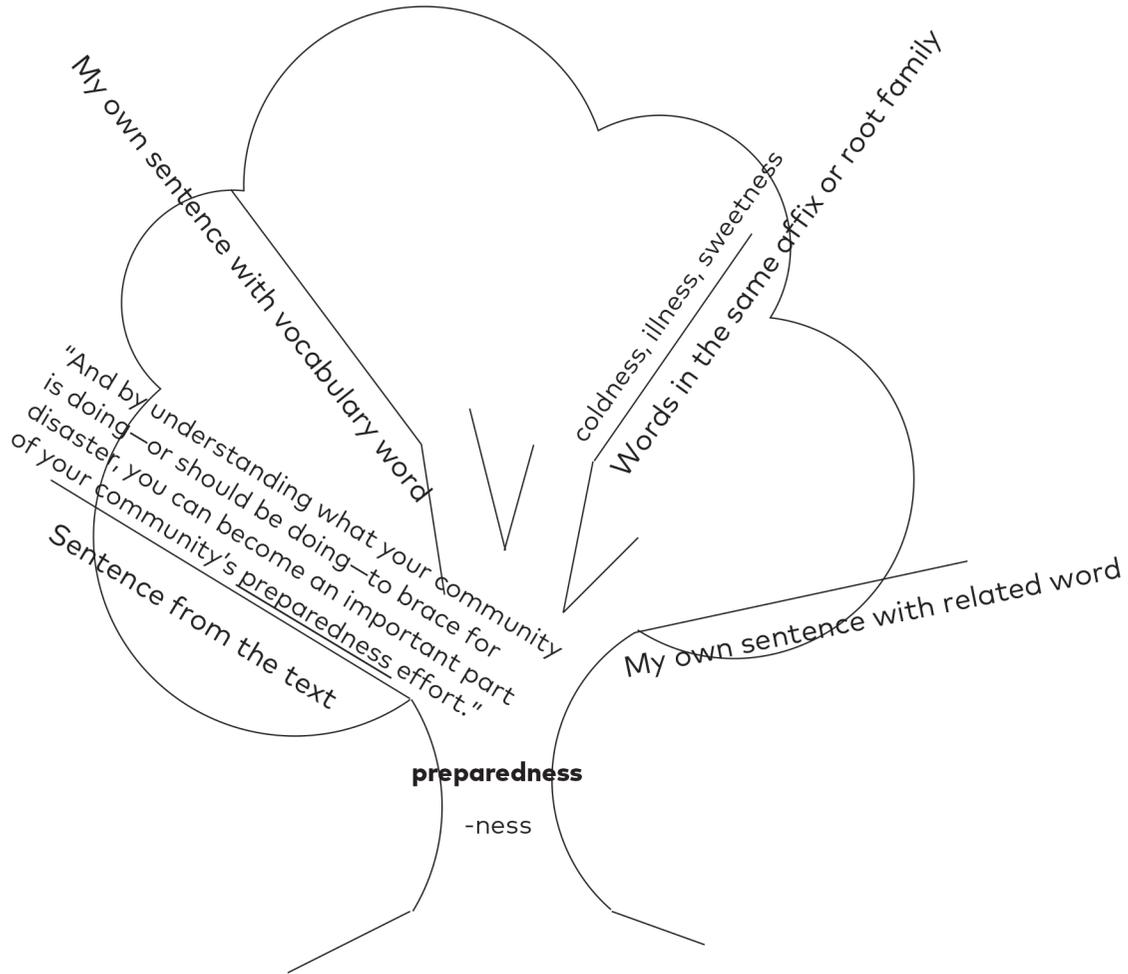
Source: "How Well Is Your Community Prepared?"

The word is "**preparedness**."

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

Prefix	Root	Suffix	Definition of Affix
	<i>para—to make ready</i>	-ed -ness	

2. Fill in the Vocabulary Tree for **preparedness**:



Day 4

"Threatened neighborhoods must be **evacuated.**"

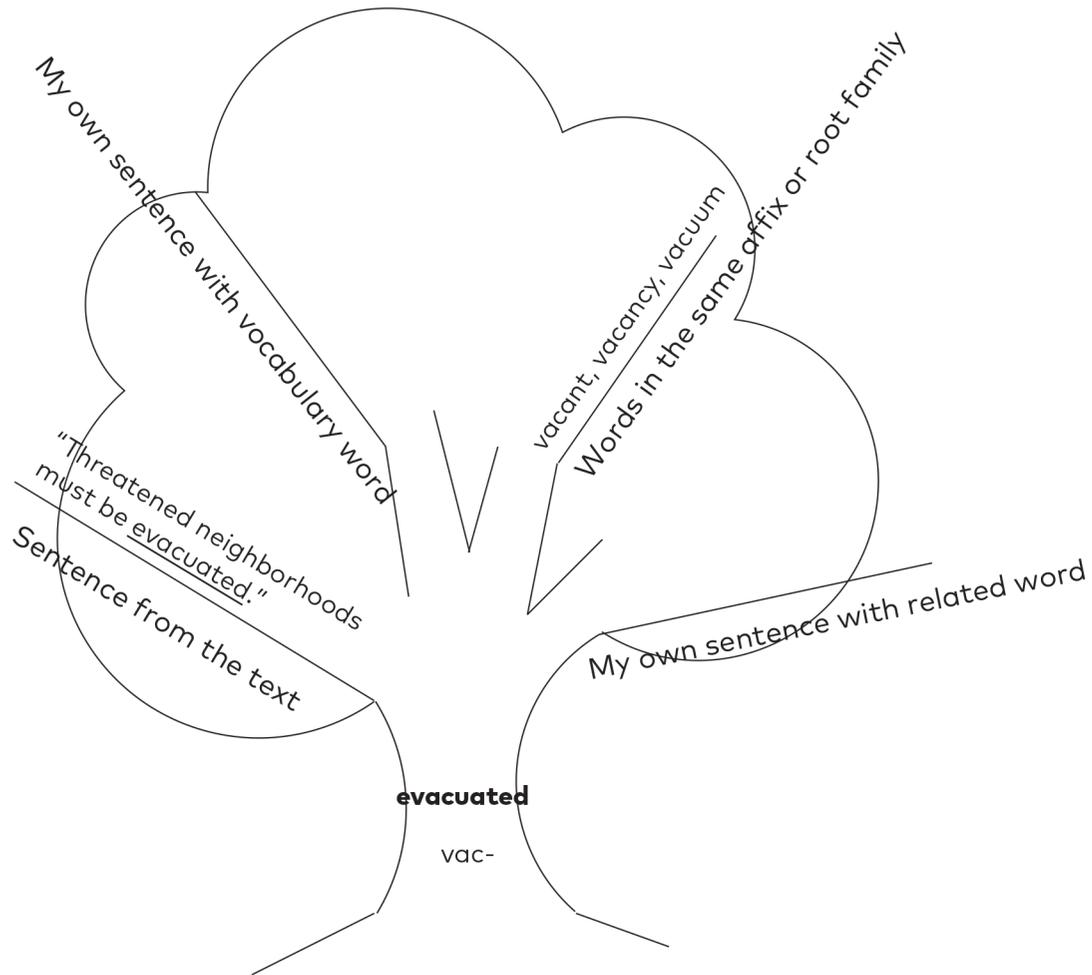
Source: "How Well Is Your Community Prepared?"

The word is "**evacuated.**"

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

Prefix	Root	Suffix	Definition of Affix
<i>e (from ex-)</i>	<i>vac</i>		<i>out</i>

2. Fill in the Vocabulary Tree for **evacuated**:





Word Study and Vocabulary



Unit 3, 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 suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *vac*. (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.

"And by understanding what your community is doing—or should be doing—to brace for disaster, you can become an important part of your community's **preparedness** effort."

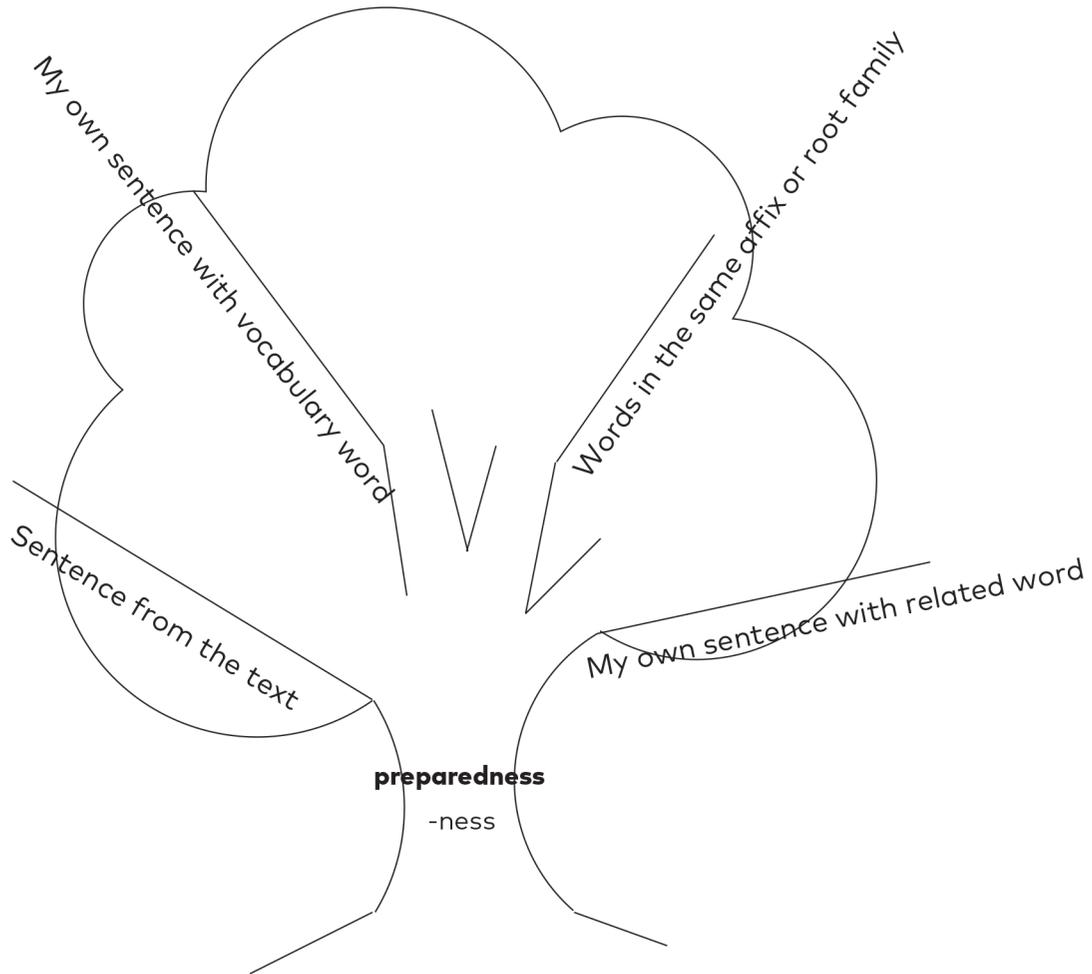
Source: "How Well Is Your Community Prepared?"

The word is "**preparedness**."

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

Prefix	Root	Suffix	Definition of Affix
	<i>para—to make ready</i>		

2. Fill in the Vocabulary Tree for **preparedness**:



Day 4

"Threatened neighborhoods must be **evacuated.**"

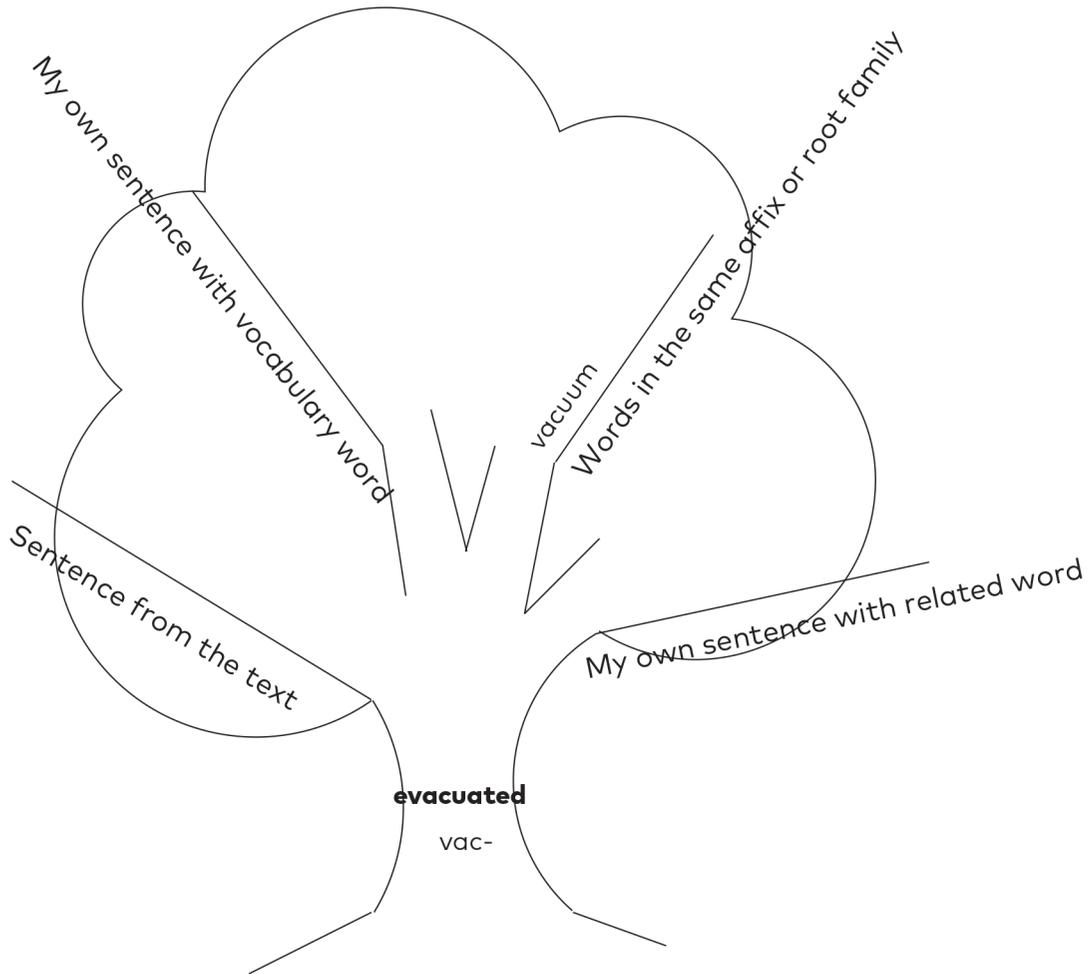
Source: "How Well Is Your Community Prepared?"

The word is "**evacuated.**"

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
e (from ex-)	vac		

2. Fill in the Vocabulary Tree for **evacuated**:





Word Study and Vocabulary



Unit 3, 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 suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

- I can use a Vocabulary Tree to analyze the meaning of an academic vocabulary word with the root *vac*. (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.

"And by understanding what your community is doing—or should be doing—to brace for disaster, you can become an important part of your community's **preparedness** effort."

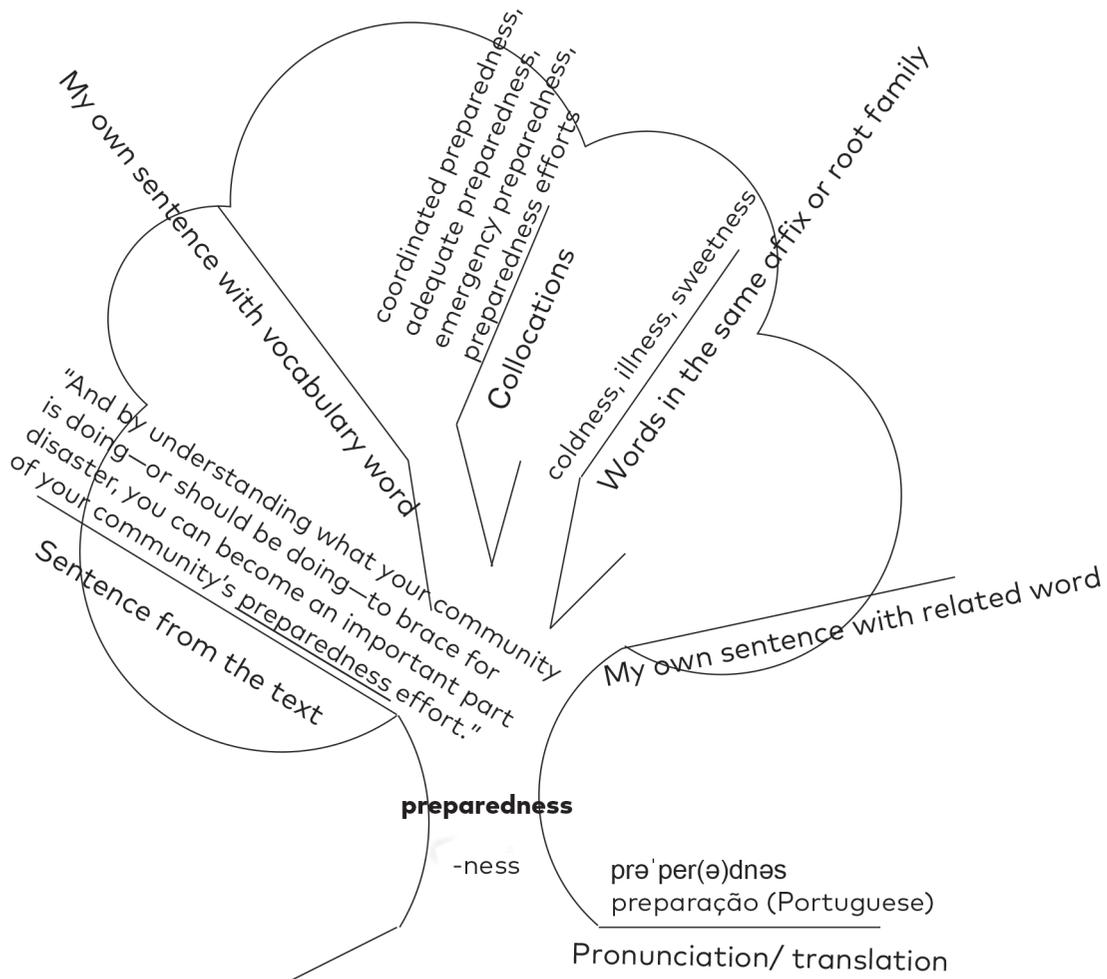
Source: "How Well Is Your Community Prepared?"

The word is "**preparedness**."

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

Prefix	Root	Suffix	Definition of Affix
	<i>para—to make ready</i>	-ed -ness	

2. Fill in the Vocabulary Tree for **preparedness**:



Day 4

"Threatened neighborhoods must be **evacuated.**"

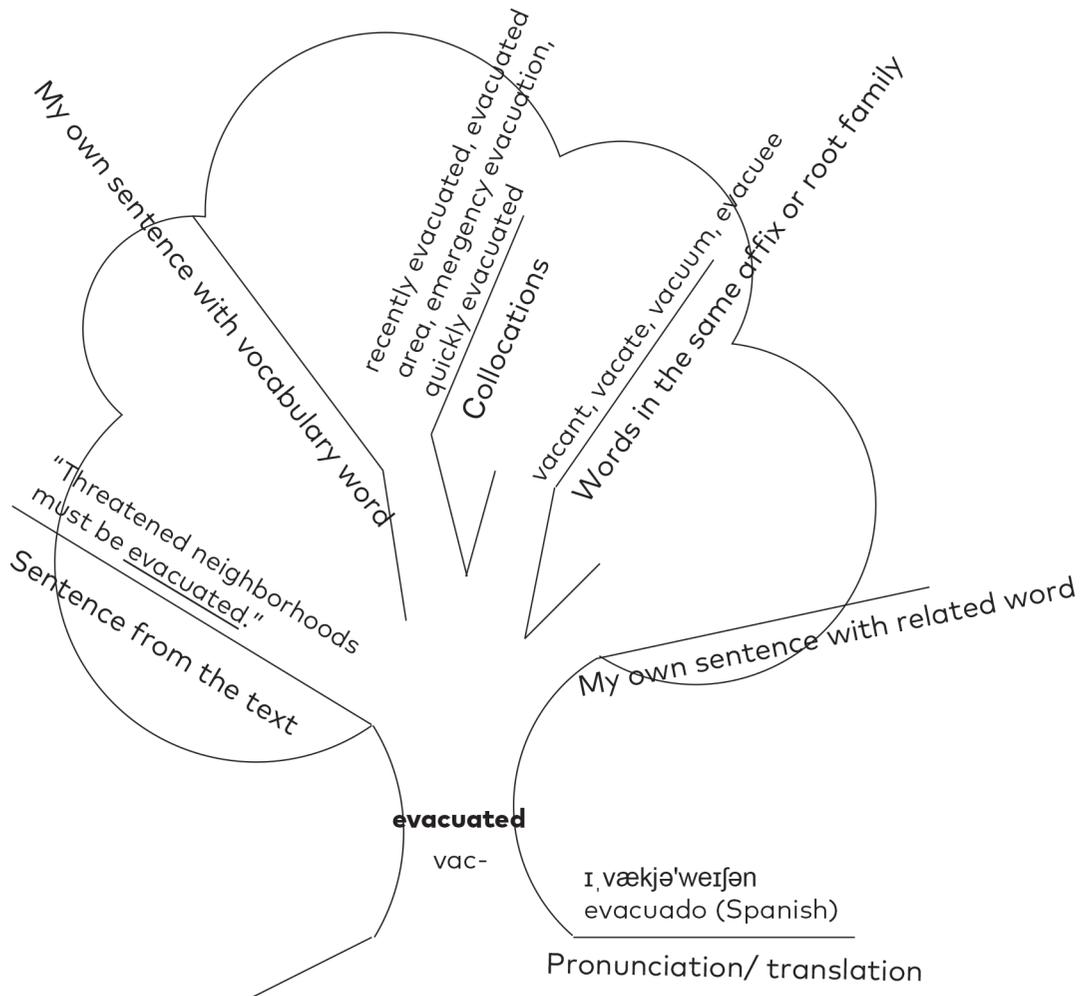
Source: "How Well Is Your Community Prepared?"

The word is "**evacuated.**"

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

Prefix	Root	Suffix	Definition of Affix
	<i>vac</i>		

2. Fill in the Vocabulary Tree for **evacuated**:





Word Study and Vocabulary

Unit 3, 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 suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

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

Student Materials

Day 2 and Day 4:

- Affix List
- Dictionary

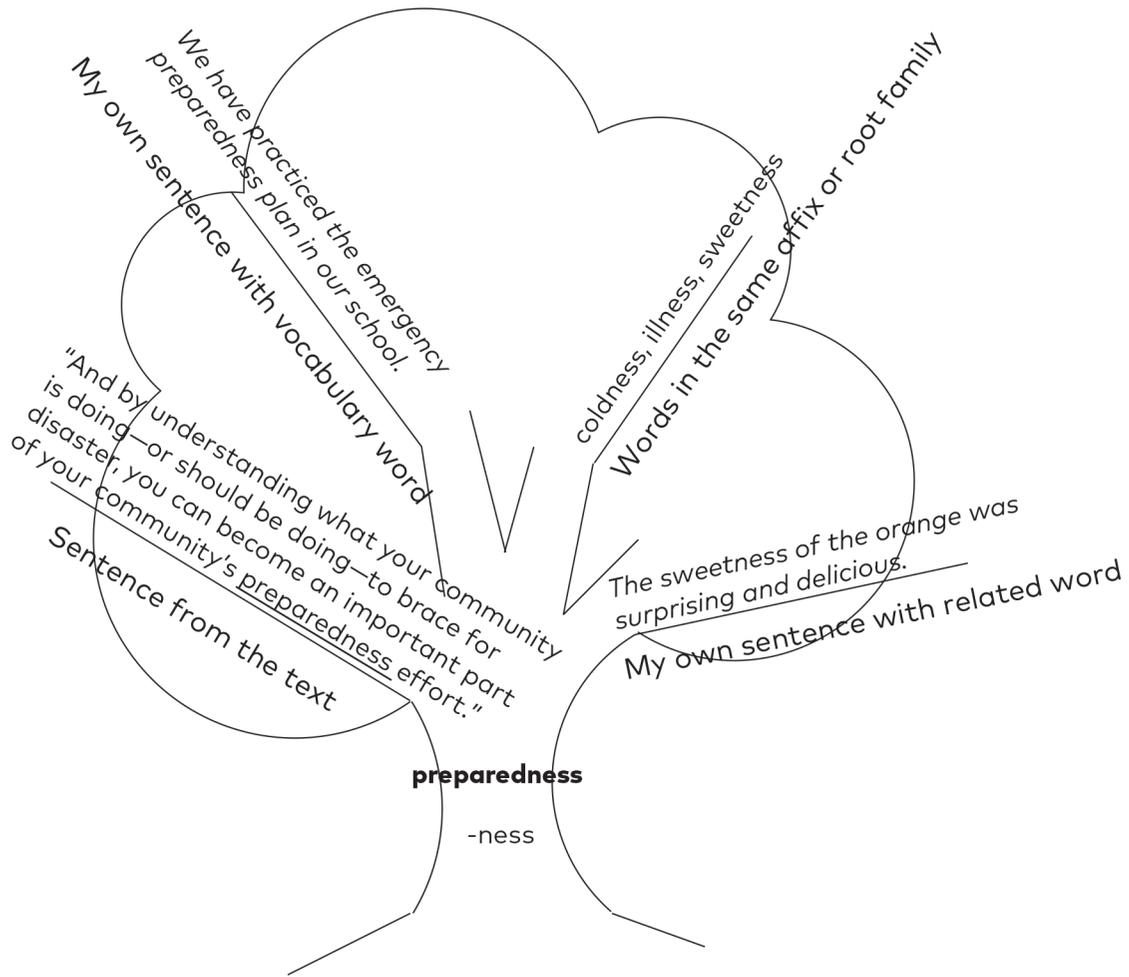
Directions:

Day 2

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

Prefix	Root	Suffix	Definition of Affix
pre	<i>para—to make ready</i>	-ed -ness	<i>pre-before</i> <i>ed-in this case, signals an adjective (can also be used to signal a past tense verb)</i> <i>ness-state of</i>

2. Fill in the Vocabulary Tree for **preparedness**:



Day 4

"Threatened neighborhoods must be **evacuated**."

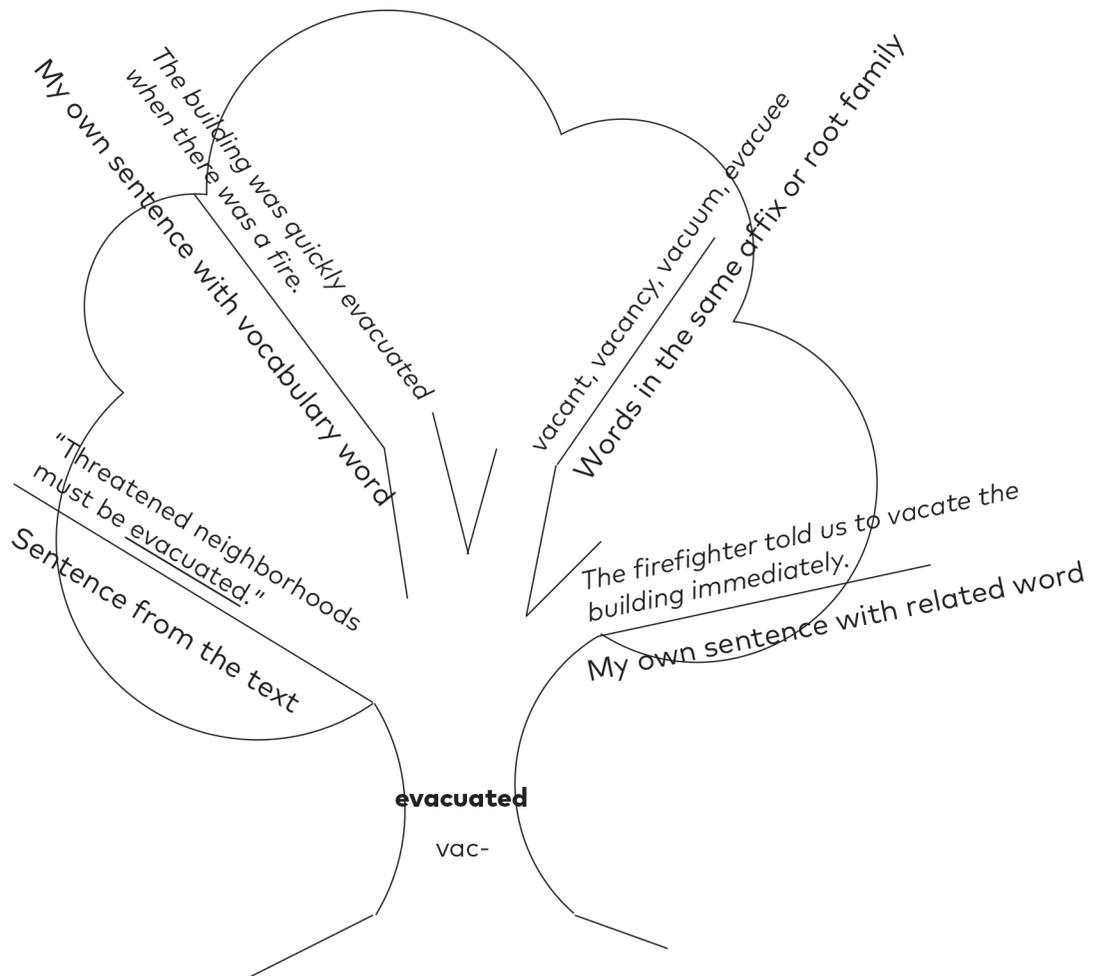
Source: "How Well Is Your Community Prepared?"

The word is "**evacuated**."

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

Prefix	Root	Suffix	Definition of Affix
e (from ex-)	vac-empty		out

2. Fill in the Vocabulary Tree for **evacuated**:





Word Study and Vocabulary



Unit 3, 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 suffix *-ness*. (RF.5.3a, L.5.4b)

Day 4:

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

Student Materials

Day 2 and Day 4:

- Affix List
- Dictionary

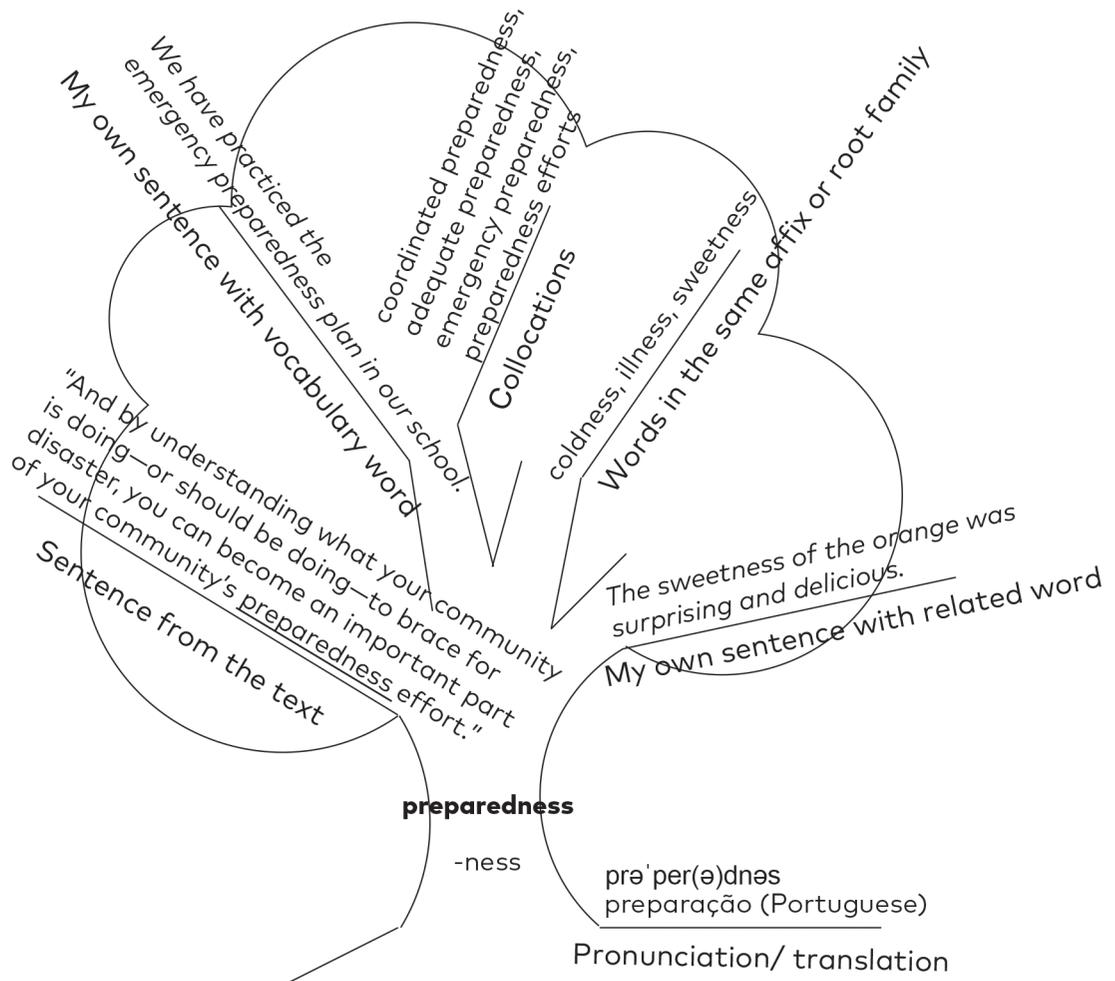
Directions:

Day 2

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

Prefix	Root	Suffix	Definition of Affix
pre	<i>para—to make ready</i>	-ed -ness	<i>pre-before</i> <i>ed- in this case, signals an adjective (can also be used to signal a past tense verb)</i> <i>ness-state of</i>

2. Fill in the Vocabulary Tree for **preparedness**:



Day 4

"Threatened neighborhoods must be **evacuated**."

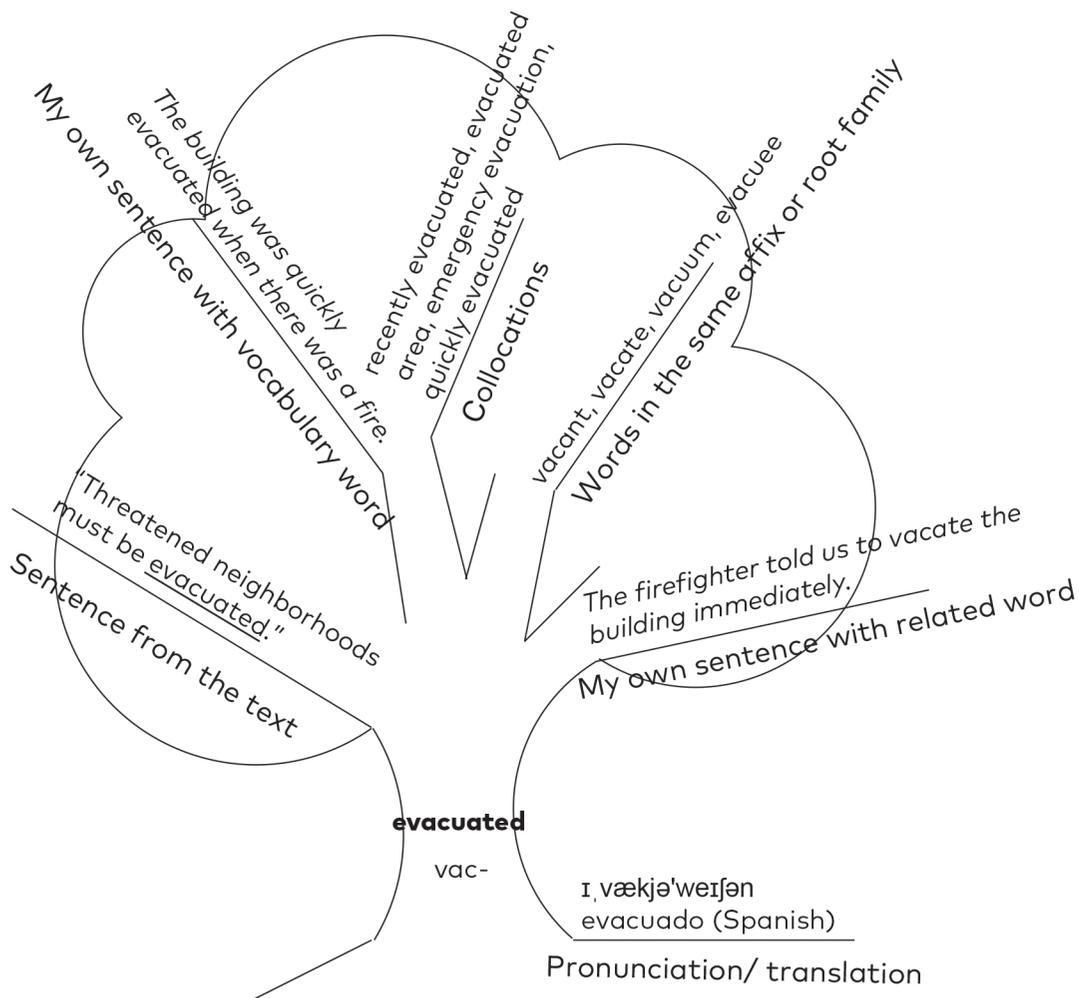
Source: "How Well Is Your Community Prepared?"

The word is "**evacuated**."

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

Prefix	Root	Suffix	Definition of Affix
e (from ex-)	vac-empty		

2. Fill in the Vocabulary Tree for **evacuated**:





Writing Practice



Unit 3, Week 2: Student Task Cards

Name: _____ **Date:** _____



Daily Learning Target

Day 2 and Day 4:

- I can explain my growth as a writer using evidence from my writing. (W.5.2, W.5.4, W.5.10)

Student Materials

Day 2 and Day 4:

- Tracking Progress folders
- Written reflections (completed on Days 1 and 3)
- Lined paper

Directions:

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

This week you will reflect on your growth as a writer.

Using the contents of your Tracking Progress folders as evidence and inspiration, thoroughly answer two or more of the following prompts. You will likely write a two- to three-paragraph essay in response to each prompt.

- A. What advice would you give to someone who is going to take this class next year? Be sure to cite specific examples from your work.
- B. Describe what you have learned about the writing process this year. Be sure to cite specific examples from your work.
- C. What writing piece are you particularly proud of? Why? Be sure to cite specific examples from your work.
- D. How has your writing grown or improved this year? What will you continue to work on next year? Be sure to cite specific examples from your work.

Day 2 and Day 4

1. Your goal is to write fluently for the full 15 minutes.
2. If needed, finish responding to the prompt you started on Day 1 (or Day 3).
(Hint: If your group created sentence frames on Day 1, use them.)
3. Respond to another prompt on the lined piece of paper.

MORE CHALLENGE:

Revise one of the written reflections you wrote on Days 1–3.