



## Writing Practice

### Unit 2, Week 2, Day 1: Teacher Guide



#### Daily Learning Target

- I can write fluently for 5 minutes. (W.4.2, W.4.4, W.4.10)

#### Teaching Notes

- In this lesson, students are introduced to what it means to write fluently. They choose a prompt from their Informational Reading Prompt Bookmarks and practice writing continuously for 5 minutes.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their free choice reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- **Differentiation:**
  - For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, or providing sentence frames such as: “These two paragraphs are describing. . . . They are connected because . . .” or to copy prepared responses to their selected prompt. Consider inviting students to begin writing in their home language.
  - Teacher-Guided Student Activity Cards are differentiated with symbols. The work in this lesson is not differentiated, but the work on Day 4 is differentiated.
  - Note that, as explained in the Unit Overview, students leveled at ● and ◆ are grouped together. Students who have extra time can choose to do the More Challenge activity at the bottom of the card. Consider leveling ELLs who need lighter support as ■.
- **In advance:**
  - Intentionally group students into three groups. See suggested grouping for Writing Practice on the Unit Overview.
  - Prepare: Unit 2, Week 2: Independent Reading: Student Task Card; Unit 2, Week 2: Independent Work: Student Task Card; and Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card.

#### Materials

- ✓ Poster Walk posters (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)

- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 2: Independent Work: Student Task Card (one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (one per student)
- ✓ Sticky notes (several per student)
- ✓ Chart paper (optional; one to display; used to model writing fluently)
- ✓ Example response (for teacher reference)
- ✓ Informational Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; one set per student)
- ✓ Research reading texts (one per student)

### Whole Class Instruction: Introducing Writing Practice (15 minutes)

- Remind students that this week they are continuing to learn about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Using a total participation technique, invite responses from the group:
  - “What kinds of tasks will you be working on in the ALL Block?” (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)*
  - “To what components have you already been introduced?” (Independent Reading; Word Study and Vocabulary; Reading and Speaking Fluency/GUM; and Additional Work with Complex Text)*
- Use the **Poster Walk posters** to briefly review components as needed.
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher working on their writing. They will also practice reading independently when they are not working with the teacher.
- Point out where students can find the **Unit 2, Week 2: Independent Reading: Student Task Card** and necessary materials, and the **Unit 2, Week 2: Independent Work: Student Task Card** and necessary materials. Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Week 1, Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren’t too many other students.
- Direct students’ attention to Poster Walk Poster 3. Tell students that the component they will be introduced to today when working with the teacher is called Writing Practice, and in it, they will practice writing skills related to what they are learning in the module lessons and develop their ability to write fluently.
- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the **ALL Independent Group Work protocol** to work through their task card as a group.

■●◆▲ **Small Group Instruction: Practicing Writing Fluency (15 minutes, repeated three times)**

- Distribute **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card** and read aloud the learning target. Point out that this week they will be focusing on writing fluently and this is the card they will use when they work with the teacher.
- Point out the word *fluently* in the learning target and discuss how the meaning of *writing fluently* is different from the meaning of *reading fluently*. Explain that writing fluently means being able to write easily or naturally.
- Turn and Talk:
 

*“How is reading fluently the same as or different from writing fluently?” (Reading fluently refers to reading aloud, and writing fluently refers to the way a person writes ideas down.)*
- Focus students on the definition of *writing fluency* at the top of their activity cards:
  - “ability to write continuously about a topic, showing understanding about the topic with clearly presented and easily understood ideas that are appropriate for the task and purpose.”
- Break down each part of the definition as follows, clarifying by inviting students to paraphrase each part:
  - ability to write continuously about a topic—writing about something without stopping
  - showing understanding about the topic—showing what you know about something
  - with clearly presented and easily understood ideas—ideas that are easy for someone else to understand
  - that are appropriate for the task and purpose—the writing is right for the prompt or question to answer, and the reason for writing
- Display the following writing prompt and select a volunteer to read it for the class:
  - “Describe the setting of the text you are reading.”
- Distribute **sticky notes** and tell students that in a moment, they will watch as you respond to the prompt. While they watch, they should record what they notice about how you respond on the sticky notes.
- Model responding to the prompt on the board or on **chart paper**, showing the characteristics of fluent writing from the definition of *writing fluency*: writing without stopping, showing what you know about the topic, writing clearly presented and easily understood ideas, and writing that is appropriate for the task and purpose. Refer to the **example response (for teacher reference)** as needed.
- Using a total participation technique, invite responses from the group. For heavier support, consider displaying these questions and recording student responses next to each question.

*“Based on the definition of writing fluency, what did you notice about how I responded to the prompt?” (Responses will vary, but may include: You showed what you understood about the topic; your ideas were easy to understand because you gave examples.)*

*“What can you do if you do not know what to write about or run out of ideas while you’re writing?” (Responses will vary, but may include: Write a list of words related to the topic; draw and label a picture related to the topic.)*

- For heavier support, model responding to the prompt again, this time pointing to each part of the definition of *writing fluency* and stopping for students to explain how you are demonstrating that part. Think aloud and model not knowing what to write about or running out of ideas, then pointing to and using strategies such as writing a list of words to continue writing.
- Direct students' attention to the prompts on the **Informational Reading Prompt Bookmarks**. Model selecting a prompt and thinking aloud about how to respond to it.
- Invite students to reread the prompts on the bookmarks to themselves and put their finger by the prompt they will respond to today.
- Invite students to turn to an elbow partner and share which prompt they selected and their ideas for how to respond to the prompt. Consider inviting home language use to ease the linguistic demands for ELLs.
- Give students 2 minutes to talk about how to respond to the prompt with a partner in their home language, and then invite students to share in English.
- Explain to students that because they are focusing on building their writing stamina, you will be observing them as they write to ensure they are writing continuously for the entire time.
- Give students 5 minutes to respond to their chosen prompt. Tell them they should try to write for the entire 5 minutes, and that they can refer to their **research reading texts** as they write.
- Observe students as they work, restarting the time as needed to ensure all students write for 5 consecutive minutes. Note that this may require starting and stopping the time several times. Consider inviting students to begin by writing in their home language.
- Refocus whole group.
- Give students specific, positive feedback on their writing stamina. (Example: "I noticed your eyes were focused and your pencils were moving the entire time.")
- As time permits, invite volunteers to read their responses aloud for the whole group.
- Turn and Talk:
  - "What were your challenges as you wrote today?" (Responses will vary.)***
  - "What were your successes?" (Responses will vary.)***
- If productive, cue students to expand the conversation by giving an example:
  - Conversation Cue: "Can you give an example?" (Responses will vary.)***
- Collect Teacher-Guided Student Activity Card to review student work.



## Writing Practice

### Unit 2, Week 2, Day 2: Teacher Guide



#### Daily Learning Target

- I can write fluently for 5 minutes. (W.4.2, W.4.4, W.4.10)

#### Teaching Notes

- In this component, students continue to build writing stamina. They choose from several prompts related to their independent reading texts and write continuously for 5 minutes. Students work independently using the ALL Independent Group Work protocol while working in the teacher-guided group in this lesson. The purpose of this is to monitor and observe use of the protocol, to notice common issues across the whole group to use as whole group teaching points, and to provide feedback.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- **Differentiation:** For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, draw and label a picture related to the prompt, or use sentence frames. (Examples: “The setting of my text is \_\_\_\_\_. The author describes it as \_\_\_\_\_.” “One question I have is \_\_\_\_\_ because \_\_\_\_\_.”) Consider inviting students to begin by writing in their home language.
- **In advance:**
  - Prepare materials required for independent work (see Independent Work and Independent Reading task card).
  - Choose a prompt from the Informational Reading Prompt Bookmarks (see Week 1, Day 2: Independent Reading) that you will use in a think-aloud as you model how to select and think how to respond to the prompt before writing.

#### Materials

- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Chart paper (one piece; used to co-create the Ways to Write Continuously anchor chart)
- ✓ Ways to Write Continuously anchor chart (new; co-created with students)

- ✓ One selected prompt from the Informational Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; to display; see Teaching Notes)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Independent Work: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Free choice reading text (one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (from Week 2, Day 1; one per student)

### Whole Class Instruction: Reviewing ALL Independent Group Work Protocol (15 minutes)

- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students they will work on writing fluency in teacher-guided groups.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout.
- Turn and Talk:
  - “What success have you had in using the ALL Independent Group Work protocol? What has been one of the challenges?”*
- Select volunteers to share out. If productive, cue students to expand the conversation by giving an example:
  - Conversation Cue: “Can you give an example?” (Responses will vary.)*
- Remind students that they will use the ALL Independent Group Work protocol many times throughout the year and assure them they will get better at it.
- Remind students that the ALL Block component they are focusing on this week is Writing Practice and ask:
  - “What are some strategies you can use when you are writing and get stuck and do not know what to write?”*
- As students share out, capture their responses on **chart paper** to create the **Ways to Write Continuously anchor chart**. Consider including the following if students do not name them:
  - Reread texts or notes to find details or evidence related to the topic.
  - Sketch a picture related to the topic.
  - Reread the response to check that it is appropriate for the purpose and audience.
  - Make a list of as many words as you can that are related to the topic.
  - Begin by writing in your home language.
  - Create a mind map or web of your ideas about the topic.
  - Don't focus on spelling or conventions; just focus on getting your ideas out.
- Post the Ways to Write Continuously anchor chart.
- Direct students' attention on the **one selected prompt from the Informational Reading Prompt Bookmarks**. Model thinking about how to respond to the prompt, using some of the strategies on the Ways to Write Continuously anchor chart.
- Invite students to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card**, and the **Unit 2, Week 2: Independent Work: Student Task Card**.



- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Week 1, Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren't too many other students.
- Call one group to bring their **free choice reading texts** and work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the ALL Independent Group Work protocol to work through their task card as a group.

■●◆▲ **Small Group Instruction: Writing Fluently in a Small Group (15 minutes, repeated three times)**

- Redistribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card**.
- Invite a student to read the directions aloud for the whole group.
- Answer any questions.
- Tell students that even though this is a teacher-guided activity, they are going to work relatively independently, following the ALL Independent Group Work protocol, to complete the activity, and you are going to observe how they use the protocol to guide their independent work.
- Circulate to support students as they work, observing and monitoring students and making notes of stars and steps.
- When ELLs get to step 2 on the card, consider inviting home language use to ease the linguistic demands.
- After 10 minutes, refocus the group and provide stars and steps. Note: Because the small group instructional time is shortened today, students may not complete the full ALL Independent Group Work protocol.
- Collect Teacher-Guided Student Activity Cards to review student work.



## Independent Reading

### Unit 2, Week 2, Day 3: Teacher Guide



#### Daily Learning Targets

- I can read an independent reading text with increasing stamina. (RL.4.10, RI.4.10)
- I can choose and respond to an appropriate reading prompt. (RL.4.10, RI.4.10)

#### Teaching Notes

- In this lesson, students complete the task on their Independent Reading: Student Task Card for Day 3 with some teacher support. Similar to Week 1, Day 2, students use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction.
- **Differentiation:** Consider working with a few students who need additional support during the Jigsaw protocol. For ELLs who need heavier support, repeat and rephrase the book-marks. Or strategically pair ELLs and allow students to work in pairs for the jigsaw activity. Additionally, some students may benefit from having more or fewer bookmarks to be individually responsible for during the Jigsaw protocol.
- **In advance:**
  - Strategically group students into groups of six for the jigsaw.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).
  - Prepare the Literary Reading Prompt Bookmarks by creating two per student. In a group of six, each student should have two bookmarks and none should be repeated.
  - Review the Jigsaw protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

#### Materials

- ✓ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Free choice reading texts (one per student)
- ✓ Independent reading journal (from Unit 1, Lesson 2 module lesson; one per student)
- ✓ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Literary Reading Prompt Bookmarks (two per student; see Teaching Notes)
- ✓ Directions for Introducing the Independent Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; one to display)



- ✓ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Informational Reading Prompt Bookmarks (from Week 1, Day 2: Independent Reading; two per student; see Teaching Notes)

**Whole Class Instruction: Working with Reading Prompt Bookmarks (60 minutes)**

- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and every week they will have time to read independently in class. Today they will learn about some of the different prompts they might respond to, based on their reading.
- Invite students to retrieve their **Unit 2, Week 2: Independent Reading: Student Task Card** and focus them on the learning targets, materials, and instructions for Day 3.
- Remind students this is a routine they will use in the ALL Block each time they work independently on a component such as Independent Reading. They will use the task card to respond to a prompt, add vocabulary to their vocabulary log, and sometimes share what they have learned with a small group. For heavier support of ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.
- Invite students to retrieve the following:
  - **Free choice reading text**
  - **Independent reading journal**
  - **Vocabulary log**
  - **Signal card**
- Select a volunteer to read step 1 on the card. Assure students they have been building their reading stamina by reading at home and reading in class, and that you are confident they will be able to quietly read for 10 minutes.
- Turn and Talk:
 

***“What strategies will you use to stay focused while you read today?” (Responses will vary.)***
- Remind students how to use their signal cards and invite them to begin reading their free choice reading texts.
- Circulate to support students as they read. Remind them to read for the entire 10 minutes, stopping students and restarting the time as needed until the entire class has read for 10 consecutive minutes.
- Refocus whole group.
- Give students specific, positive praise on their perseverance in building their reading stamina. (Example: “I saw you look back in your text to remind yourself what happened before.”)
- Remind students that their independent reading journal is an important part of their independent reading time. This is where they reflect on their learning and track their progress through the text.
- Remind students how to log their reading in their independent reading journals and model as necessary.
- Direct students to complete step 2 on their task card (record the date, text title, author, and pages read).

- Remind students to put academic vocabulary in the front of their vocabulary log and domain-specific vocabulary in the back. Direct students to complete step 3 and add a vocabulary word to their vocabulary logs. Circulate to provide assistance.
- After a few minutes, select a volunteer to read step 4 aloud. Remind students that the Independent Reading Prompt Bookmarks are tools they will use to reflect on their independent reading. Tell students that the Informational Reading Prompt Bookmarks sometimes don't work so well when they are reading a literary text, so in this lesson they will be introduced to Literary Reading Prompt Bookmarks.
- Distribute the **Literary Reading Prompt Bookmarks**. Tell students that, similar to Week 1, Day 2, they will now use the Jigsaw protocol to familiarize themselves with these new bookmarks.
- Remind students of the difference between *literary* and *informational* texts.
- Briefly introduce the Jigsaw protocol. Explain that in a Jigsaw protocol, students will work in a small group to read and understand a longer text. Each member of the group will be responsible for reading and explaining one part of the text to the rest of the group. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Move students into pre-determined groups of six.
- Direct students' attention to the **Directions for Introducing the Independent Reading Prompt Bookmarks**. Invite students to follow along, reading silently in their heads as you read the directions aloud.
- Focus students on the "RL" codes on the bookmarks. Remind students that "RI" means reading informational texts, and tell them that "RL" means literary texts, so these codes can help them determine which bookmarks to choose depending on the type of text they are reading. Answer clarifying questions.
- Invite students to begin the protocol.
- After 10 minutes, refocus whole group. Invite groups to put all their bookmarks in the middle in two groups: RI and RL.
- Read aloud step 4 on the card. Point out that students will need to choose their prompt carefully. For example, they won't be able to choose an illustration if there aren't any in the text they are reading.
- Invite students to complete step 4 on their Student Task Card. Emphasize that if students are reading informational texts for their free choice text, they will need to use a prompt from one of the **Informational Reading Prompt Bookmarks**.
- Circulate to provide assistance or work with a small group of students who need more direct support. For heavier support of ELLs, invite students first to discuss step 4 in home language groups if they desire. Remind students to use an **online or paper translation dictionary** if necessary. Consider helping students select a prompt and discuss the meaning of the prompt. Invite them to begin responding by sketching their ideas.
- After 5 minutes, refocus whole group. Select a few volunteers to share the prompt they chose and their response with the group.
- Turn and Talk:

***"What did we learn today about independent reading?" (the importance of the Literary Reading Prompt Bookmarks and how to use them)***

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the Independent Reading component.

**Conversation Cue: “Can you say more about that?” (Responses will vary.)**

- Give students specific, positive feedback on their ability to collaborate in small groups to learn about the Literary Reading Prompt Bookmarks today. (Example: “I heard you asking questions to make sure you understood.”)



## Writing Practice

### Unit 2, Week 2, Day 4: Teacher Guide



#### Daily Learning Target

- I can write complete sentences with a subject and a predicate. (L.4.1f)

#### Teaching Notes

- With teacher guidance, students work on forming complete sentences with a subject and a predicate.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- In previous lessons, students familiarized themselves with the Informational Reading Prompt Bookmarks and the Literary Reading Prompt Bookmarks. Together, these bookmarks are referred to as the Independent Reading Prompt Bookmarks. Students work with the full set of bookmarks in this lesson and throughout future modules.
- **Differentiation:** For students who may need additional support, consider building writing stamina at a slower rate by requiring them to write for a shorter amount of time. Consider allowing students to orally respond to the prompt before writing their response, draw and label a picture related to the prompt, or use sentence frames such as “My text takes place in . . .” or “My favorite character is . . .” with a list of suitable adjectives to select from. To provide lighter support during subject/predicate work, consider inviting partners to create their own sentence strips and share them with other students to match. To provide heavier support, use simpler versions of each sentence strip and discuss why each phrase is either a subject or a predicate.
- **In advance:**
  - Review Unit 1, Lesson 5 module lesson where students review (or are introduced to) subjects and predicates.
  - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).
  - Post Poster Walk Posters 3 and 5 in strategic places around the room.
  - Assemble the Independent Reading Prompt Bookmarks (see Teaching Notes; one set per pair of students). Place bookmark sets by Poster 5.

#### Materials

- ✓ Poster Walk Posters 3 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)

- ✓ Independent Reading Prompt Bookmarks (Informational Reading Prompt Bookmarks from Week 1, Day 2: Independent Reading, and Literary Reading Prompt Bookmarks from Week 2, Day 3: Independent Reading; one set per pair of students)
- ✓ Unit 2, Week 2: Independent Work: Student Task Card (from Week 2, Day 1; one per student)
- ✓ Unit 2, Week 2: Independent Reading: Student Task Card (from Week 2, Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Card (from Week 2, Day 1; one per student)
- ✓ Subject/Predicate sentence strips (one set per student)
- ✓ Chart paper (optional; three pieces; used by the teacher to chart student sentences)

### Whole Class Instruction: Identifying Subjects and Predicates (10 minutes)

- Give students specific, positive praise on building their writing fluency. (Example: “I’ve seen you spend some time thinking before you write so you can write your ideas continuously.”)
- Explain that another part of the Writing Practice component is working on some of the writing skills they are learning in the module lessons. Today they will work on forming complete sentences with a subject and a predicate.
- Display and discuss the Daily Learning Target. Remind students that a *subject* is the noun, noun phrase, pronoun, or pronoun phrase that performs the action or that the sentence is about. Remind students that a *predicate* is a verb or verb phrase that tells what action the subject is performing or that tells more about the subject.
- Remind students that most complete, correct sentences in English have a subject and a predicate.
- Write a sample sentence on the board. (Example: “The students eat their lunch outside when it is sunny.”)
- Turn and Talk:
  - “What is the subject and predicate in this sentence?” (Responses will vary. In the example above, the subject is students and the predicate is eat their lunch.)
- Select volunteers to share out, encouraging them to explain how they identified the subject and the predicate in the sentence. If productive, cue students to clarify the conversation by confirming what they mean:
  - Conversation Cue: “So, do you mean . . .?” (Responses will vary.)
- Direct students’ attention to the **Poster Walk Posters 3 and 5** posted around the room and where the **Independent Reading Prompt Bookmarks** can be found. Invite students to retrieve their **Unit 2, Week 2: Independent Work: Student Task Card** and their **Unit 2, Week 2: Independent Reading: Student Task Card**.
- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. Again simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren’t too many other students.

- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the **ALL Independent Group Work protocol** to work through their card as a group.

■●◆▲ **Small Group Instruction: Practicing Subjects and Predicates (15 minutes, repeated three times)**

- Redistribute the **Unit 2, Week 2: Writing Practice: Teacher-Guided Student Activity Cards** and distribute the **Subject/Predicate sentence strips**.
- Ask students to sort the sentence strips into two piles—one pile for subject and another pile for predicates. Review the definitions of *subject* and *predicate* as needed, reminding students that most complete sentences in English need to have a subject with a predicate.
- Invite students to begin step 1 on the card.
  - ▲ To provide heavier support for ELLs, allow students to work in pairs and discuss the sentence strips in their home language.
- After a few minutes, refocus whole group. Using the board or **chart paper**, capture the sentences as students share out. Discuss and compare the sentences.
- If productive, invite students to rearrange their strips as needed. Ask students to explain the changes they make to their sentences.
 

*“Can you explain why you changed those?” (Responses will vary.)*
- Invite students to work individually or in pairs on steps 3–5. Circulate to support students as they work, providing support as needed.
- As time allows, ask students to share out the sentences they wrote for step 5. Ask other group members to identify the subject and the predicate.
- Collect Teacher-Guided Student Activity Cards to review student work.

**Whole Class Instruction: Reflecting on Learning (5 minutes)**

- Give students specific, positive feedback about their individual work. (Example: “I noticed Elizabeth take responsibility for her work and actions by writing quietly during the independent writing time.”)
- Turn and Talk:
 

*“What have you learned about writing fluency?” (Responses will vary, but may include: I’ve learned some strategies to help me think about what to write.)*
- Select volunteers to share out. If productive, cue students to expand the conversation by saying more:

*Conversation Cue: “Can you say more about that?” (Responses will vary.)*

- Tell students they have now been introduced to all of the ALL Block components, and next week they will start working on the normal ALL Block schedule. As they have done throughout this unit, they will work on three components in one day. Each day, they will have some time to work with the teacher in a small group, as well as some time for small groups to work independently. Express your confidence that they will be successful in this new routine. To provide heavier support for ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.