



Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 1: Teacher Guide



Daily Learning Targets

- I can read a text aloud fluently and accurately. (RF.5.4)
- I can define the words *fluently* and *accurately* in my vocabulary log. (RL.5.4, L.5.4)

Teaching Notes

- In this component, students read an excerpt of the chapter “Las Cebollas” in *Esperanza Rising* for fluency. This chapter is read in Unit 2, Lesson 1 module lesson, and this lesson assumes students have already read this chapter.
- In this lesson, a third independent work component is introduced, to begin to get students used to cycling through three components in a 60-minute ALL Block. For this week, the new independent work component contains elements of Word Study and Vocabulary and also Reading and Speaking Fluency/GUM.
- Because students are learning the routines and components of the ALL Block, this lesson contains 15 minutes of whole class instruction, resulting in only 15 minutes of small group instruction with each of the three groups.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always Independent Reading.
- When students are not meeting with the teacher, they work independently. In this lesson, they read independently and practice adding words to their vocabulary logs. Consider alternative activities if students are unlikely to stay focused for these activities.
- In this component, students work with the teacher in differentiated groups. Suggestions for grouping for Reading and Speaking Fluency/GUM for this week are made in the Unit Overview. Groups are flexible and should change depending on the component and the task card.
- Be aware that human rights threats and the events of *Esperanza Rising* may be sensitive for students. Provide reflection time to give students an opportunity to process connections they make. Be aware these connections may be personal, and students are not required to share them.
- **Differentiation:** Students will read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.

■ **In advance:**

- Post Poster Walk Poster 4.
- Intentionally group students for the small group instruction time. See the suggested grouping on the Unit Overview. Consider placing ELLs who need less support in one of the other student groups.
- Organize the room and prepare the materials needed for Independent Reading, the Independent Work, and the Reading and Speaking Fluency/GUM work students will complete. The materials for the two independent components should be situated in different areas of the room to ensure students are working in a group with others on the same component task card.

Materials

- ✓ Poster Walk Poster 4 (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *Esperanza Rising* (one per student)
- ✓ Sticky notes (two per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ ▲ Chart paper (optional; one piece; used by the teacher during the Language Dive)
- ✓ ▲ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Paint chip samples (four different samples in one shade)

Whole Class Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Review the Daily Learning Targets and discuss their meaning. Remind students that this week they are continuing to learn about the ALL Block, its purpose, and how it works.
- 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)
- Direct students' attention to **Poster Walk Poster 4**.
- Point out the phrase “reading aloud smoothly, with expression.” Tell students this is a good definition of the word *fluently*.
- Point out the phrase “without making mistakes” and tell students this is a good definition of the word *accurately*.

- Turn and Talk:
“What will you be working on today in the fluency portion of the ALL Block?” (reading fluently and accurately)
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher to practice reading and speaking fluently. They will also read independently.
- Tell students they will practice a new part of the ALL Block routine. Instead of just two rotations, one with the teacher and one working on independent reading, there will be three: one with the teacher, one independent reading, and one working independently on a new task card.
- Tell students that usually in the ALL Block when they aren’t in the group working with the teacher, there will be two other activities for them to choose from. One will always be independent reading, and the other will be working independently on another component with a task card. They will be required to do both activities, but they get to choose which one they will do first.
- Tell students they are going to practice this now in a simulation. Point out where students can find the **Unit 2, Week 1: Independent Reading: Student Task Card** with the materials required to complete those task cards, and the **Unit 2, Week 1: Independent Work: Student Task Card** with the materials required to complete those cards.
- Call the names of the students in one of the groups, and invite them to come and stand with you. Invite the rest of the students to decide where they would like to go first: Independent Reading, or Independent Work on another component, and to go to that place quickly and quietly.
- Once students have settled, call out stars and steps you noticed. For example, “I noticed Sergei was heading toward Independent Reading, but when he noticed there were a lot of other students there, he changed his mind and went to the other component.”
- Emphasize to students that when choosing which of the independent components to do first, they should consider how many students are already in that area, because having too many students working on one component can be noisy and distracting. If that is clearly the case in the way students have chosen independent components, invite a few students to move over to the other independent component.
- Tell students they will now pretend they have spent 20 minutes working, and are now going to practice transitioning smoothly, quickly, and quietly to the next place. First call the names of students in the next group to work with you, and tell the rest to choose which component they are going to work on next. Remind students they can’t stay at the component they are already at.
- Once students have settled, repeat.
- Invite students to return to their seats.
- Direct students’ attention to the **Supporting Peers anchor chart** and select a volunteer to read the criteria. Tell students they must keep these criteria in mind today as they work with their classmates in small groups.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout. 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: Introducing Reading and Speaking Fluency**
(15 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students in the teacher-led group to open up their copies of *Esperanza Rising* and use **sticky notes** to mark the passage they will use to work on reading fluency.
 - ■ Starting on the top of page 100 and continuing to page 103: “We don’t even have a room to call our own.”
 - ●◆ Starting on the top of page 100 and continuing to page 105: “We will not be here for long.”
- Invite students to follow along, reading silently in their heads as you read the text aloud.
- Turn and Talk:

“What do you think is the gist of this excerpt?” (Responses will vary, but may include that Esperanza is reacting to seeing the migrant laborer camp for the first time.)

“What emotions does Esperanza have in this passage? What words or phrases help you understand her emotion?” (Responses will vary, but may include that Esperanza is feeling angry, disappointed, or frustrated.)

“How can you reflect Esperanza’s emotion in your voice?” (Responses will vary, but students should understand that they should match the emotion of the characters in their voice, especially in the dialogue. Also, they should emphasize the words or phrases that express the emotion clearly.)

- Select volunteers to share out and answer clarifying questions about the text.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don’t recognize or can’t figure out how to pronounce.
- Tell students they will get a chance to try reading the passage with a voice full of emotion and with a voice with no emotion—like a robot. They should be able to really hear the difference between the two.
- Invite students to partner up and label themselves A and B.
 - Invite partner A to whisper read his or her excerpt to partner B.
 - Switch roles.
 - Invite partner A to read his or her excerpt to partner B like a robot with no emotion. Model this for students before they begin. Tell students that reading like a robot should feel “wrong” because there is a lot of emotion in this piece of writing.
 - Invite partner B to read his or her excerpt to partner A with a voice full of emotion to match the content of the text. Model this for students before they begin.
 - As time permits, invite A and B to switch roles.
- To ensure that the general purpose of reading in exaggerated voices is transparent, cue students to problem-solve:

“Can you figure out why we are reading in funny, exaggerated voices?” (Responses will vary, but may include: It helps us think about tone and expression, and change our focus from worrying about reading each word perfectly. When we worry too much about getting something right, it can sometimes stop us from doing as well as we would like.)

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising*.
- Tell students they will read a passage from this chapter that describes the migrant laborer camp in which Esperanza lives. Remind students that they read this chapter in the module lessons.
- Invite students to mark the start and finish of their passage by placing a sticky note in the beginning of the chapter on page 100 and another sticky note on page 103 right after the sentence “We don’t even have a room to call our own.”
- Invite students to read their passage aloud chorally.
- Mini Language Dive:

- Record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
- Encourage productive and equitable conversation among students about the meaning of the passage. Monitor and guide conversation with questions such as:

“What is the gist of the passage?” (Esperanza has arrived in the migrant laborer camp, and it is crowded and the living arrangements are much worse than she is used to.)

“How does Esperanza feel about being in camp? What, in the passage, makes you think so?”

- Tell students you will give them time to think and discuss with their partner. (She feels angry. The text says she felt “anger crawling up her throat.” Students may also say she misses her father when she sees the other families.)
- Tell students they are going to think more about what Esperanza feels when she arrives in the camp.

“Turn and talk with an elbow partner about what you picture in your mind when you read this passage. What words or phrases in the passage help you picture it?” (Responses will vary, but students should identify that the camp is crowded and the living accommodations are crude. They may identify words and phrases like: “they weren’t as nice as the servants’ cabins,” “surrounded by fields,” “tiny cot,” “mattress on the floor,” “we can’t possibly all fit,” and “we are living like horses.”)

- Discuss unfamiliar key words and phrases with students as necessary. Say:

“There are some words and phrases in this passage you might not know: horse stalls, wooden cabin, bunkhouse, and wooden building. Can anyone figure out what these have in common or how they are similar?” (They are words that describe a type of building.)

- Write the words *horse stalls*, *cabin*, *bunkhouse*, and *wooden building*, each one on a different shade of a **paint chip sample**. Place them on the wall and discuss how they each name a different category of building. For heavier support, provide a picture of each type of building.
- Ask:

“Which kind of building does Esperanza live in in the camp?” (a cabin)

“Why do the cabins remind Esperanza of horse stalls? (Because she is not used to living in cabins, the cabins remind her of the horse stalls at the ranch and make her feel like the people at the camp are living like animals.)

“How does your conversation about this passage add to your understanding of why Esperanza is angry?”

- Tell students you will give them time to think and discuss with their partner. (Responses will vary, but may include: Because this is not the way Esperanza is used to living, she is angry. She thinks the camp is more fit for animals than for people.)
- If productive, cue students to expand the conversation about how the words for the buildings add to our understanding of Esperanza’s feelings:

Conversation Cue: “So do you mean...?” (Responses will vary.)

- Display the sentence frame: “As Esperanza looks around the camp, she feels angry because _____.”

“Who can use this sentence to talk about the camp?”

- Invite students to turn to an elbow partner and share their sentence. After inviting volunteers to share sentences, ask the group to confirm that the sentences are good or to correct them. (Responses will vary; ensure students understand the camp is crowded and the living arrangements are crude.)
- Model reading aloud the passage.
- Invite students to continue practicing reading their passage aloud:
- Invite students to read their passages aloud chorally.
 - Ask students to turn to an elbow partner and to label themselves A and B.
 - Partner A whisper reads his or her passage to partner B. Repeat with B whisper reading to A.
 - Partner A reads his or her passage to partner B like a robot. Model this for students before they begin.
 - Partner B reads his or her passage to partner A with a voice full of emotion. Model this for students before they begin.
 - Switch so partner B gets to read like a robot and A gets to read with a voice full of emotion.
- To ensure that the general purpose of reading in funny voices is transparent, cue students to problem-solve using:

“Can you feel a difference in your voice when you try to fill your voice with emotion and when you try to take all the emotion out like a robot? Which helps you understand the text better?” (Responses will vary, but may include: It’s easier to understand the text when we fill our voice with emotion.)
- Guide students through a Think-Pair-Share:

“Which words were easy to read, and which were difficult? What would make it easier to read the difficult words next time?” (Responses will vary.)



Independent Reading

Unit 2, Week 1, Day 2: Teacher Guide



Daily Learning Targets

- I can read my research reading text independently for 10 minutes. (RI.5.10)
- I can choose and respond to an appropriate reading prompt. (RI.5.10)

Teaching Notes

- In this lesson students complete an Independent Reading: Student Task Card with some teacher support. Students use the Jigsaw protocol to familiarize themselves with the Informational Reading Prompt Bookmarks. Note: In Week 2, Day 3, students will use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks. Together these bookmarks are referred to as the Independent Reading Prompt Bookmarks. Students will work with the full set of bookmarks in Writing Practice: Week 2, Day 4 and throughout future modules.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction. In future ALL Block lessons, the teacher will lead only small group instruction and students will work with multiple components in one lesson.
- Be aware that human rights threats and the events of *Esperanza Rising* may be sensitive for students. Provide reflection time to give students an opportunity to process connections they make. Be aware these connections may be personal, and students are not required to share them.
- **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: Student Task Card).
 - Prepare the Informational 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 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)

- ✓ Research reading texts (one per student)
- ✓ Independent reading journal (from Unit 1, Lesson 2 module lesson; one per student)
- ✓ Vocabulary log (from Unit 1, Lesson 4 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)
- ✓ Informational Reading Prompt Bookmarks (two per student; see Teaching Notes)
- ✓ Directions for Introducing the Independent Reading Prompt Bookmarks (one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2 module lesson)

Whole Class Instruction: Introducing 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 1: Independent Reading: Student Task Card** and focus students on the Day 2 learning targets, materials, and instructions.
- Inform students that 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:
 - **Research reading texts**
 - **Independent reading journal**
 - **Vocabulary log**
 - **Signal card**
- Select a volunteer to read step 1 on the Student Task Card. Assure students they have been building their reading stamina by reading at home and reading in class and 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 research 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 refocus after you got distracted.”)
- 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 topical 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. Explain that the reading prompt bookmarks are tools students will use to reflect on their independent reading.
- Distribute the **Informational Reading Prompt Bookmarks**. Tell students they will now use the Jigsaw protocol to familiarize themselves with these bookmarks.
- Briefly introduce the Jigsaw protocol. Explain that in a Jigsaw protocol, they 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.
- Before students begin the protocol, select a volunteer to explain the difference between literary and informational texts. Use a Goal 1 Conversation Cue to ensure student understanding:
Conversation Cue: "Can you give an example of an informational text? Of a literary text?" (Ensure students understand that their research reading text is an informational text.)
- Answer clarifying questions. Ensure students understand that these are prompts they will use when reading informational texts, and focus them on the "RI" to show this. Explain this means reading informational text.
- Invite students to begin the protocol.
- Remind students that if they don't know the meaning of any of the words, they should choose a vocabulary strategy from the **Close Readers Do These Things anchor chart** to determine the meaning.
- After 10 minutes, refocus whole group. Point out to students that they have focused on bookmarks for informational texts today, and next week they will focus on bookmarks for literary texts.
- Read step 4 on the task card aloud. 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 task card.
- 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. 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 Informational 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 perseverance in continuing to learn new routines. Tell students they will get a chance to practice this routine again tomorrow in small groups.



Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 3: Teacher Guide



Daily Learning Target

- I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes. (RF.5.4c)

Teaching Notes

- In this component, students continue to read an excerpt of “Las Cebollas” from *Esperanza Rising* for fluency. Today, they focus specifically on self-correcting when they make a mistake.
- 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.
- Be aware that human rights threats and the events of *Esperanza Rising* may be sensitive for students. Provide reflection time to give students an opportunity to process connections they make. Be aware these connections may be personal, and students are not required to share them.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Language Dive (e.g., draw a visual for each step in the formula of the sentence frame—seeing a spider + an open mouth of surprise = a scared face). Focus students on a shorter passage with an emphasis on the meaning of the passage rather than on perfect fluency, and omit the reading in exaggerated voice variations. For lighter support, ask students to create their own sentence frames from the original sentence.
- **In advance:**
 - Post Poster Walk Posters 4 and 5 in strategic places around the room.
 - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).
 - Prepare a few sets of the Informational Reading Prompt Bookmarks for each group.

Materials

- ✓ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ 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 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Informational Reading Prompt Bookmarks (from Week 1, Day 2; two or three sets per group)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (distributed on Week 1, 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)
- ✓ *Esperanza Rising* (one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ▲ Chart paper (optional; one piece; used by the teacher during the Language Dive)
- ✓ ▲ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Whole Class Instruction: Introducing Learning Target and Tasks (5 minutes)

- Review the Daily Learning Target and discuss its meaning. Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Review the meaning of *fluently* and *accurately*. Select volunteers to share how they defined these words in their vocabulary logs on Week 1, Day 1.
- Turn and Talk:
 - “What does it mean to self-correct?” (to realize a mistake and correct it yourself)
- If productive, cue students to expand the conversation by giving an example:
 - Conversation Cue:** “Can you give an example of when you might self-correct inside or outside of school?” (Responses will vary.)
- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- 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 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.
- Invite students to return to their seats.
- Answer clarifying questions.

- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, the **Informational Reading Prompt Bookmarks**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- 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 their ALL Independent Group Work protocol handout to work through their task card as a group.

■●◆ **Small Group Instruction: Working on Reading Fluency**
(15 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising* and to turn to the excerpts marked in the previous lesson.
- Invite students to read their passage aloud chorally.
- Read page 101 again aloud. This time, make the following deliberate mistakes:
 - Leave out a word in the second paragraph. Consider thinking aloud:
“Does it make sense? No, because ____.”
 - Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:
“Does it make sense? Yes, because ____.”
 - Misread a word in sixth paragraph, perhaps reading *thinking* instead of *thankful*. Consider thinking aloud:
“Does it make sense? No, because ____.”
 - Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:
“Does it make sense? Yes, because ____.”
- Invite students to partner up and guide them through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:
“What did you notice about what I did when I read that excerpt aloud? How did I react?” (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn’t make sense)
- Tell students that you were able to self-correct because you knew it didn’t sound right and that it didn’t make sense when you continued to read.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn’t make sense. Explain that it is important to think about the content of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn’t make sense.
- Group students into triads and invite them to label themselves A, B, and C.

- Explain that students are going to whisper read their excerpt to their triad. Tell them this means they need to practice being careful listeners. Remind them also of the **Working to Become Ethical People anchor chart**, specifically the habits of respect and compassion.
 - Invite partner A to whisper read his or her excerpt to the triad, self-correcting after making a mistake. Repeat with partners B and C.
 - Invite partner A to read his or her excerpt to the triad like a robot, self-correcting after making a mistake. Model this for students before they begin.
 - Invite partner B to read his or her excerpt to the triad as if Esperanza is angry about being in the labor camp, self-correcting after making a mistake. Model this for students before they begin.
 - Invite partner C to read his or her excerpt to the triad as if Esperanza is sad to be in the labor camp, self-correcting after making a mistake. Model this for students before they begin.
 - As times permits, switch roles so each partner has the chance to read his or her excerpt in each voice.
- Tell students that reading in specific kinds of voices can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising* and to turn to the pages marked in their book on Day 1.
- Read the passage aloud and invite students to follow along in their copy.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Tell students they will continue to think about how Esperanza feels when she arrives at the migrant laborer camp.
 - Display the sentence “Esperanza looked down at her, swallowed, and nodded, suddenly thankful for something.” Encourage productive and equitable conversation among students about the meaning of the sentence.
 - Say:

“There are some words in that sentence you might not know: looked down, swallowed, and nodded. Can anyone act out one of those three actions?” (Responses will vary. Encourage students to do all three actions and repeat the verb after they do each one.)

“Let’s talk about the collocations, or words that we often say, with looked, such as looked down. Can we say looked up? What are some other words that go with looked?” (Yes, we can say looked up, looked around, looked over, looked back, looked ahead, etc. Looked down is a good collocation to remember.)

- Display the sentence frame: “The teacher looked _____, _____, and _____.”
- Pantomime three actions in a row (i.e., look up; clap your hands; and say, “Yeah!”). Invite students to complete the posted sentence frame.
- If productive, repeat the pantomime with three more actions or allow students to pantomime actions for each other or the group.
- Invite students to place a finger on the phrase *suddenly thankful for something* and invite students to read it aloud chorally with you. Turn and Talk:

“When Esperanza looked down, swallowed, and nodded, how was she feeling? Why was she feeling this way? What, in the passage, makes you think so?” (She felt thankful because she didn’t have to go to the bathroom in a ditch.)

- If needed, reread the sentence in context.
- Ask:

“How does your understanding of this sentence change your understanding of how Esperanza felt when she came to camp?” (Although she was disappointed and angry, she knew it could be worse.)

- If productive, cue students to clarify the conversation by confirming what they mean:

Conversation Cue: “So, do you mean...?” (Responses will vary.)

- Tell students they will return to this sentence on Day 4 and learn more about how Esperanza was feeling.
- Read page 101 again aloud. This time, make the following deliberate mistakes:
- Leave out a word in the second paragraph. Consider thinking aloud:

“Does it make sense? No, because _____.”

- Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:

“Does it make sense? Yes, because _____.”

- Misread a word in sixth paragraph, perhaps reading *thinking* instead of *thankful*. Consider thinking aloud:

“Does it make sense? No, because _____.”

- Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:

“Does it make sense? Yes, because _____.”

- Group students into a pair and invite them to label themselves A and B.
- Guide students through an intentional Think-Triad-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partners suggested with the whole group:

“What did you notice about what I did when I read that passage aloud? How did I react?” (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn’t make sense)

- Explain that you were able to self-correct because you knew it didn’t sound right and that it didn’t make sense when you kept reading.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn’t make sense. Explain that it is important to think about the content

of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn't make sense. They can ask themselves, "Does it make sense? Why?"

- Explain that students are going to whisper read their passage to the triad. Tell them that this means they need to practice being careful listeners. Remind them also of the Working to Become Ethical People anchor chart, specifically the habits of respect and compassion.
 - Invite partner A to whisper read the passage to the triad, self-correcting after making a mistake. Repeat with partner B.
 - Invite partner A to read his or her passage to the triad like a robot, self-correcting after making a mistake. Model this for students before they begin.
 - Invite partner B to read his or her passage to the triad as if Esperanza is angry to be in the camp, self-correcting after making a mistake. Model this for students before they begin.
- Remind students that reading in a specific voice can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.
 - Guide students through a Think-Pair-Share:

"What mistakes did you make while reading? How did you figure out that you made a mistake?" (Responses will vary.)

Whole Class Instruction: Reflecting on Learning (10 minutes)

- Refocus whole class.
- Give students specific, positive feedback. (Example: "I noticed Henry collaborating effectively with his triad during the small group work.")
- Turn and Talk:

"What is one challenge you encountered during your work in the ALL Block today?" (Responses will vary.)

- Invite students to share out. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the challenges:

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

- Invite students to silently brainstorm ways they can overcome the challenges.
- Give students specific, positive feedback on their continued ability to learn new routines. Tell them they will get more successful at each component in the ALL Block the more they do it.



Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 4: Teacher Guide



Daily Learning Target

- I can read a text aloud fluently and accurately and use the context to self-correct when I make mistakes. (RF.5.4a, RF.5.4c)

Teaching Notes

- In this lesson, students extend the excerpt they are reading from *Esperanza Rising* for fluency.
- 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 just under 20 minutes. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- When students are not meeting with the teacher, they work independently.
- **Differentiation:** Students will read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
- **In advance:**
 - Post Poster Walk Posters 4 and 5 in strategic places around the room.
 - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).

Materials

- ✓ Poster Walk Posters 4 and 5 (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 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (from Week 1, 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)

- ✓ *Esperanza Rising* (one per student)
- ✓ ▲ Chart paper (optional; one piece; used by the teacher during the Language Dive)
- ✓ ▲ Vocabulary log (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)

Whole Class Instruction: Reviewing the Learning Target and Tasks (5 minutes)

- Review the Daily Learning Target and discuss its meaning. Tell students that they will work on independent reading and reading and speaking fluency again in the ALL Block today. Point out **Poster Walk Posters 4 and 5**.
- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Day 1 for familiarizing students with the different areas of the room in which they will be working. As on 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.
- Invite students to return to their seats.
- Answer clarifying questions.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent work component and to use the ALL Independent Group Work protocol to work through their task card as a group.

■ ● ◆ Small Group Instruction: Working on Reading Fluency (15 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to retrieve their copies of *Esperanza Rising*.
- Explain to students that in this lesson, they are going to extend the passage they are reading aloud. Invite students to mark the start and finish by moving the sticky notes in their book.
 - ■ Starting on the top of page 100 and continuing to page 105: We will not be here for long.
 - ● ◆ Starting on the top of page 100 and continuing to the section break on page 106
- Model reading aloud the excerpt.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don't recognize or can't figure out how to pronounce.

- Guide students through an intentional Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

“How will you know if you have made a mistake when you are reading?” (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won’t make sense.)

“What should you do when you make a mistake when you are reading?” (Go back and reread it so that it does make sense.)

- Invite students to partner up and label themselves A and B. Remind students they don’t need to pair up with someone who is reading the same passage.
 - Invite partner A to whisper read his or her excerpt to partner B.
 - Switch roles.
 - Invite partner A to read his or her excerpt to partner B as if Esperanza is excited and happy to be in camp. Model this for students before they begin.
 - Invite partner B to read his or her excerpt to partner A as if Esperanza is confused. Model this for students before they begin.
 - Switch so each partner gets to try each emotion.
- Refocus whole group.
- Turn and Talk:

“How does it feel to read the passage as if Esperanza is excited and happy?” (Responses will vary, but reading the text this way should feel “wrong” because it doesn’t match the content of the passage.)

“How does rereading the passage several times help you read more fluently?” (Each time, I’m more familiar with the vocabulary.)

- If productive, cue students to expand the conversation by saying more:

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

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to retrieve their copies of *Esperanza Rising* and to turn to the pages marked in their book on Day 1.
- Read the passage aloud and invite students to follow along in their copy.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - Tell students they will continue reading the passage from *Esperanza Rising* that they began reading fluently on Day 1.
 - Read the passage aloud, and invite students to follow along on their copy.
 - Encourage productive and equitable conversation among students about the sentence describing how Esperanza reacts to the camp.

“Close your eyes and imagine you are Esperanza and you are arriving at the migrant laborer camp. How would you feel? Why?”
 - Tell students that you will give them time to think and write or sketch before you cold call. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: angry, sad, disappointed, scared, thankful.)

- Post this sentence on the board or on chart paper: “Esperanza looked down at her, swallowed, and nodded, suddenly thankful for something.”
- Remind students they worked with this sentence in Day 3.
- Invite a student volunteer to read the sentence aloud and give specific, positive feedback on pronunciation and/or fluency.
- Then ask:

“We already discussed that Esperanza felt angry. But this sentence says she felt grateful, too. What made Esperanza feel grateful? What, in the story, tells you so?”
- Tell students you will give them time to think and discuss with their partner. (She felt grateful that she had a toilet and not a ditch.)
- Post the sentence frame: “The student _____, suddenly feeling _____.”
- Turn and Talk:

“Can you use this frame to talk with your partner about something in your life?” (Responses will vary, but may include: The student smiled, suddenly feeling excited; The student looked down, suddenly feeling shy.)
- Add an additional clause before the sentence frame to help clarify the scenario:

“When the student saw _____, the student _____, suddenly feeling _____.” (Responses will vary, but may include: When the student saw her friend, the student smiled, suddenly feeling excited.)
- Tell students they will now practice using the sentence frame with what they know about Esperanza. Post the sentence frames:
 - “When Esperanza heard that in other camps they had to go to bathroom outside, she _____, suddenly feeling _____.”
 - “When Esperanza walked into the cabin, she _____, suddenly feeling _____.”
 - “When Esperanza saw children running to their fathers, she _____, suddenly feeling _____.”
 - “When Esperanza heard her mother singing, she _____, suddenly feeling _____.”
- Invite students to complete the sentence frame, using what happened in the passage. Tell students you will give them time to think and discuss with their partner. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary.)
- If productive, cue students to clarify the conversation by confirming what they mean:

Conversation Cue: “So, do you mean...?” (Responses will vary.)
- Turn and Talk:

“How can you show the emotion that Esperanza is feeling while you read aloud?” (Responses will vary, but should include: changing the tone of your voice to reflect the emotion.)
- Invite students to turn to an elbow partner and to label themselves A and B.
- Guide students through a Think-Pair-Share:

“How will you know if you have made a mistake when you are reading?” (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won’t make sense.)

“What should you do when you make a mistake when you are reading?” (Go back and reread it so it does make sense.)

- Invite partner A to whisper read his or her passage to partner B. Repeat with partner B whisper reading to partner A.
 - Invite partner A to read his or her passage to partner B as if angry, like Esperanza. Model this for students before they begin.
 - Invite partner B to read his or her passage to partner A as if sad, like Esperanza. Model this for students before they begin.
 - As time permits, switch so partner B gets to read as if angry and partner A gets to read like as if sad.
 - Guide students through a Think-Pair-Share:
 - “Which parts were easy to read, and which were difficult? What would make it easier to read the difficult parts next time?” (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.)*