



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

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

Day 3:

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

Teaching Notes

- On Day 1 of this component, students are introduced to the passages they are to practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages.
- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with “Meg Lowman climbs trees.” should be considered page 2 and all pages thereafter numbered accordingly.
- Help students understand that a *pioneer* in this context does not mean that scientists such as Meg Lowman are the first people to explore the rainforest canopy—there are many indigenous communities in the rainforest, including communities who live in the canopy. Explain that by *pioneers*, the author means they are the first to study the rainforest canopy from our society to share the information with us, and that it is still a newly discovered continent for our society. Provide the example that the Korowai tribe in Papua New Guinea has been living in the canopy long before Meg Lowman began researching. This is an example of local people who have been exploring, experimenting, building technology, and living in the canopy for many years. Invite students to share their experience with the class if they have experience with anything connected to this discussion—for example, students from a rainforest country or students who have connections with indigenous communities living in the rainforest.
- **Differentiation:**
 - Day 1: Students read different amounts of the text depending on their ability, as described in the directions.
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together to enable ● students to provide good models of reading aloud fluently and accurately. 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 ■.
 - ▲ 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.

- ▲ Day 1: Levels of Support: For heavier support, draw visual representations of the language during the Language Dive. Focus students on a shorter excerpt and a reading fluency criterion that will help them noticeably increase the comprehensibility of their reading.
- **In advance:**
 - Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Reading and Speaking Fluency/GUM poster will be in the area where the teacher will be working with groups.

Materials

Days 1 and 3

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *The Most Beautiful Roof in the World* (text; one per student)
- ✓ Day 1: Sticky notes (two per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student's home language)
- ✓ Fluency Self-Assessment Checklist (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 1: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.

- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ ▲ **Day 1: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to open up their copies of *The Most Beautiful Roof in the World* and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
 - ▲ Page 9, starting at “For a human being ...” and ending at “... Even deep-sea exploration was easier.”
 - ■ Page 9, starting at “For a human being ...” and ending at “... Even deep-sea exploration was easier.”
 - ● Pages 9–10, starting at “For a human being ...” and ending at “... as smart and hard-working.”
 - ◆ Pages 9–10, starting at “For a human being ...” and ending at “... brightly lit canopy.”
- Invite students to read their excerpt silently in their heads. As students read, check in with students in the other ALL groups who need support in getting started.
- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt of text aloud once and invite students to read along on their own copy of the text.
- Read it again and invite students to read along chorally with you.
- Ask students to talk with the person next to them about what the text means. Choose students to share out to the whole group. Invite students to ask questions about anything they don’t understand in the text.
- ▲ 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 logs.
 - Tell students they will read the passage from *The Most Beautiful Roof in the World* that discusses why scientists wanted to explore the canopy, and why it is so difficult to explore the canopy.
 - Turn and Talk:
 - “*What is the gist of the excerpt? What, in the excerpt, makes you think so?*” (Responses will vary. Look for students to point out language such as ascending is not easy, stinging ants, “powerhouse,” living things, and life begins.)
 - “*Which words or phrases did you correctly predict? How did predicting words and phrases help you understand the passage?*” (Responses will vary, but may include: It made me think more deeply about what the passage would say.)
 - “*Place your finger on powerhouse. This word is made from two words. Can you find them? Based on these words, what is a powerhouse? Is it literal or figurative?*” (power and house; a place of great energy or strength; figurative)

“What are the curly marks on both sides of powerhouse? Why did the author write them?” (quotation marks; She is telling the reader that she is using figurative language to refer to the canopy in a creative, unconventional way.)

- If productive, cue students to expand the conversation by giving an example of other types of powerhouses:

Conversation Cue: “Can you give an example?” (Responses will vary.)

“So, what did scientists know about the canopy?” (that it was full of strength and energy)

- If necessary, act out each section of the text and point to the pictures to facilitate comprehension of the gist. Ask:

“Now what do you think is the gist of this excerpt?” (Scientists want to explore the canopy because it is where life begins, but it’s difficult to explore because of many impediments.)

- ■●◆▲:
- Distribute the **Fluency Self-Assessment Checklist**.
- Read each criterion on the checklist aloud, clarifying anything students don’t understand. Remind students that they saw this checklist in Module 1 and should be familiar with it now.
- If students require it, invite them to draw symbols next to criteria to help them remember what they mean. For example, they might draw a smiling face next to the facial expression criterion.
- Read the text three times aloud as indicated below. After each read, ask students to review the criteria on their checklist to determine if that read seemed “fluent” to them:
 - First read: quickly, not attending to punctuation.
 - Second read: slowly, word by word, sounding out every fifth word or so, again not attending to punctuation.
 - Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct. Match your facial expression and body language to the piece. Change your rate, volume, pitch, and tone to reflect an understanding of the author’s intended message.
- As students share out, remind them of the **Fluent Readers Do These Things anchor chart** from Module 1 of the module lessons.
- Invite students to read the passage aloud to an elbow partner.
- Guide students through self-assessing their fluency on the criteria on the checklist (placing check marks in the appropriate column) and recording a goal on their activity card based on the criteria they feel they most need to work on.
- Tell students to keep their Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards, as they will need to refer to their goal during their independent work in the next ALL Block lesson.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and walk through the Day 2 tasks, providing models where helpful.

Day 3: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, as on Day 1, they will be working on Reading and Speaking Fluency/GUM, and when working independently they will be working on Additional Work with Complex Text and Independent Reading.

- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster.
- Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** and the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Remind students of the **Supporting Peers anchor chart**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ ▲ **Day 3: Small Group Instruction (19 minutes, repeated three times)**

- Invite students to open up their copies of *The Most Beautiful Roof in the World* and to reread the fluency passage they have been working on (marked with sticky notes). As students in this group read, check in with students in the other ALL groups who need support in getting started.
- Invite students to retrieve their **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Card** and their **Fluency Self-Assessment Checklist**.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to review the goals they set on Day 1.
- Focus students on the criterion:
 - I can notice and read punctuation.
- Remind students that they also focused on this criterion in Unit 3 of Module 1.
- Focus students on the model sentences on their activity card.
- Select a student to read the first sentence aloud for the whole group.
- Focus students on the period at the end of the first sentence and invite them to highlight it.
- Read the sentence aloud, reading the punctuation as an example.
- Read the group fluency passage and emphasize how the punctuation adds pauses and changes the tone of voice you might use.
- Ask students to discuss with an elbow partner:

“How does the reader’s voice respond to the punctuation?” (Intonation goes down at the end to close the sentence.)
- Invite students to read it chorally with you.
- Repeat with the commas and periods in the rest of the sentences on the activity card.
- Talk through the punctuation in the excerpt students are reading that they need to pay close attention to.
- Invite students to read the entire excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, and their fluency goal from Day 1, paying particular attention to how well they notice and read punctuation.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can read and comprehend complex informational text. (RI.5.10, L.5.4)

Day 4:

- I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)

Teaching Notes

- The pages of *The Most Beautiful Roof in the World* are not numbered; for instructional purposes, the page that begins with “Meg Lowman climbs trees.” should be considered page 2 and all pages thereafter numbered accordingly.
- On Day 2, students analyze a single sentence from the text, connecting several complex ideas in order to explain why the canopy is so important to the rainforest.
- ▲ On Day 2, ELLs dive into a single complex sentence from the text, analyzing how the author uses techniques to add information to the sentence (including appositive noun phrases) to explain why the canopy is so important to the rainforest. They analyze the first three chunks of the sentence on Day 2 and the final three chunks on Day 4, discussing other techniques the author uses to add information (appositive noun phrases and commas). The Language Dive sentence was chosen for its complexity, its use of three techniques to add information to a sentence, and its connection to future content. Students will apply their understanding of the meaning and structure of this sentence when discussing why the canopy is important throughout the module. They may draw on the techniques used in this sentence when writing about the text structures and the author’s craft in this unit, and during writing tasks for college and career. Because of the length of this Language Dive, consider spreading this conversation over two days. For example, you might present and discuss all of the chunks of the sentence in this lesson, stop, and then review and continue the Language Dive on another day. See suggested stopping point within the guide.
- On Day 4, students unpack the meaning of the last two sentences on page 10 of *The Most Beautiful Roof in the World* in order to understand a central metaphor in the text, that scientists who study the canopy are “the pioneers of a newly discovered continent.” Note that although this passage contains both metaphors and similes, these terms are not yet formally introduced. This terminology will be taught later, when students do extensive work with figurative language in Unit 2.
- On Day 4, help students understand that a *pioneer* in this context does not mean that scientists such as Meg Lowman are the first people to explore the rainforest canopy—there are many indigenous communities in the rainforest, including communities who live in the canopy. Explain that by *pioneers*, the author means they are the first to study the rainforest canopy from our society to share the information with us, and that it is still a newly discovered continent for our society. Provide the example that the Korowai tribe in

Papua New Guinea has been living in the canopy long before Meg Lowman began researching. This is an example of local people who have been exploring, experimenting, building technology, and living in the canopy for many years. Invite students to share their experience with the class if they have experience with anything connected to this discussion—for example, students from a rainforest country or students who have connections with indigenous communities living in the rainforest. Record patterns in students' responses on the Overcoming Challenges anchor chart. Consider whether it might be more appropriate to privately discuss what you found with students before the lesson.

- ▲ On Day 4, ELLs continue their Day 2 dive into a single complex sentence from the text, analyzing how the author uses three different techniques to add information to the sentence (*that*, *noun + where*, and commas) to explain why the canopy is so important to the rainforest. The Language Dive sentence was chosen for its complexity, its use of three techniques to add information to a sentence, and its connection to future content. Students will apply their understanding of the meaning and structure of this sentence when discussing why the canopy is important throughout the module. They may draw on the techniques used in this sentence when writing about the text structures and the author's craft in this unit, and during writing tasks for college and career. Because of the length of this Language Dive, consider spreading this conversation over two days. For example, you might present and discuss all of the chunks of the sentence in this lesson, stop, and then review and continue the Language Dive on another day. See suggested stopping point within the guide.
- **Differentiation:**
 - Note that, as explained in the Unit Overview, ■ and ● are grouped together because they work on the same Teacher-Guided Student Activity Card.
 - Day 2: The Teacher-Guided Student Activity Cards for these activities are differentiated. Choose the appropriate card for each group given their strengths and areas for improvement. Students in need of more support work with the same passage and questions, but the text has been chunked and word definitions simplified to support comprehension. Students ready for more challenge answer a different set of questions that prompt them to make deeper connections between parts of the text and do additional work with Greek roots.
 - ▲ Day 2: Levels of Support: To provide more support, focus students only on the gist of each of the two pieces of information the author adds in the first three chunks of the sentence and how they show the importance of the canopy.
 - Day 4: The Teacher-Guided Student Activity Cards for these activities are differentiated. All groups will unpack the last two sentences on page 10, use the glossary to find the meaning of unknown words, and draw pictures to represent the metaphors and similes used to describe the rainforest and the scientists who study it. The activity cards offer varying levels of support in these basic tasks. In addition, vocabulary work can be tailored to students' needs by asking students in each group to identify which words in the text are unfamiliar or confusing and using the glossary to define them.
 - ▲ Day 4: Levels of Support: To provide more support, focus students only on the gist of each of the three pieces of information the author adds to the sentence and how they show the importance of the canopy.
 - ▲ 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:**

- Place Poster Walk Posters 1, 4, and 5, and materials required for each of these components, in the areas of the room where students are going to be working on those components. The Additional Work with Complex Text poster will be in the area where the teacher will be working with groups.

Materials

Days 2 and 4

- ✓ Poster Walk posters (from Module 1, Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 1, Week 1: Independent Reading: Student Task Card (from Day 1; one per student)
- ✓ Supporting Peers anchor chart (begun in Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Module 1, Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ *The Most Beautiful Roof in the World* (one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)
- ✓ ▲ Day 2: Sentence strip chunks (one set for the group)

Day 2: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Focus students on the posted **Poster Walk Posters 1, 4, and 5**, and explain that students can find the materials they need for each of the independent components by the poster, including the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Invite students to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** for the Independent Reading component.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■ ● ◆ **Day 2: Small Group Instruction (18 minutes, repeated twice)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' work from Day 1 of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Review the Daily Learning Target and discuss its meaning.
- Explain that today students will be working with a complex sentence from *The Most Beautiful Roof in the World* in order to understand why the canopy is such an important part of the rainforest.
- Display and read the sentence at the top of the activity card out loud and remind students that it is part of the passage they read yesterday on page 9 ("They knew that the canopy was the 'powerhouse' of the rainforest, the place where most of the photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.").
- Explain that today you will work together to better understand this complex sentence by breaking the sentence into smaller chunks, using strategies to figure out the meaning of unknown words, and examining the connections among the ideas expressed in the sentence.
- Work through the differentiated activity card sequentially, reading each part of the card aloud and discussing the question that follows. Tasks on the cards differ slightly, but all students will be:
 1. Examining common words or word parts within key domain-specific vocabulary words
 2. Reading a definition of the word
 3. Rereading the part of the sentence in which the word occurs
 4. Discussing a comprehension question that will help them apply the new vocabulary and connect the idea in this part of the sentence to other ideas in the sentence
- Once the vocabulary and ideas in the sentence have been analyzed, help students synthesize their learning by answering the final question on the card: "Why is the canopy the 'powerhouse' of the rainforest?"
- Give students specific, positive feedback on understanding this complex sentence. If time allows, invite students to turn to a partner and share one strategy that they found particularly helpful when figuring out the meaning of a complex sentence.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

▲ **Day 2: Small Group Instruction (20 minutes)**

- Distribute the Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card and invite students to preview the work they will be doing in this session. As students read, check in with students in the other ALL groups who need support in getting started.

- Briefly review students' work from Day 1 of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to open their copy of *The Most Beautiful Roof in the World* to page 9. Chorally read aloud from "For a human being ..." to "... the chatterings of monkeys."

- Ask:

"What makes it difficult for people to ascend into the canopy?" (gravity, stinging ants, rotten trunks, thorns)

"Why do you think scientists want to ascend into the canopy?" (Responses will vary.)

- If productive, cue students to listen carefully and seek to understand:

Conversation Cue: "Who can tell us what your classmate said in your own words?" (Responses will vary.)

- Invite students to put their finger by the sentence and to chorally read it aloud with you: "They knew that the canopy was the 'powerhouse' of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced."
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:

"What is the gist of this sentence? What, in the sentence, makes you think so?" (Responses will vary.)

- Tell students that they will dive into this complex sentence today. Tell them that in this sentence, the author uses three different techniques to add information to the sentence. For example, she uses noun + where to add information. This is one of the reasons the sentence is complex.
- Scramble the **sentence strip chunks** so that the sentence doesn't make sense and display so all students can see.
- Invite students to work with an elbow partner to put the chunks in the correct sequence.
- Cold call students to come to the front to put the chunks in the correct order for the whole class to see. (They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.)
- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Invite students to place a finger on *photosynthesis* and to say it aloud chorally with you.
- Invite students to find the translation of the word in home languages (*fotosintez* in Russian).

"What other words can you think of with the prefix photo-?" (Responses will vary, but may include: photograph, photocopy)

"What does the prefix photo- at the beginning of the word mean? What, in the text, makes you think so?" (relating to light; pale green light, brilliantly lit)

"What does the word synthesis mean?" (a reaction between two or more things that results in production of chemicals)

"So, what does photosynthesis mean?" (sunlight reacting with carbon dioxide and water to produce energy and oxygen)

“Why is photosynthesis important?” (It helps plants live, and those plants help feed us and give us oxygen.)

- Place the following chunk on the board: They knew
- Ask:

“Who is They? What, in the text, makes you think so? In pairs, discuss why you agree or disagree.” (scientists; They refers to scientists, which was introduced earlier in the paragraph. They is also used in the previous sentence to refer to scientists. If you understand the gist of the sentence, it is saying it is the scientists who know the canopy is the powerhouse, not the monkeys or birds.)

- Place the following chunk on the board: that the canopy was the “powerhouse” of the rainforest,
- Ask:

“What did scientists know about the canopy?” (that it was the powerhouse of the rainforest)

- Invite students to place a finger on the word *powerhouse* and to read it aloud chorally with you. Tell students that this word has been made from two words. Invite students to identify the two words (*power* and *house*).
- Turn and Talk:

“Think about the meaning of the two words. What do you think a powerhouse is? Is this literal or figurative language?” (a thing of great energy or strength; it’s figurative)

- If productive, cue students to expand the conversation about powerhouses by giving an example:
- Conversation Cue: “Can you give an example?” (Responses will vary.)
- Turn and Talk:

“What are the curly marks on both sides of powerhouse? Why did the author write them?” (quotation marks; She is telling the reader that she is using figurative language to refer to the canopy in a creative, unconventional way.)

“Can you think of a word that describes the canopy in a creative, different way?” (Responses will vary, but may include: womb, hub.)

- Invite students to sketch the literal and figurative meanings of *powerhouse* and write it as one of “Two words to refer to canopy” on their card.
- Turn and Talk:

“So, what did scientists know?” (that the canopy was full of strength and energy)

“What is the main topic of this sentence so far?” (the canopy)

“What extra information would tell us everything we need to know?” (We can guess what the author means, but extra information would help us understand powerhouse better.)

- Place the following chunk on the board: the place where most photosynthesis occurs
- Ask:

“What is the place? What, in the sentence, makes you think so?” (the canopy, the “powerhouse”; It’s a way to refer to the canopy. The main topic of the sentence is the canopy.)

- Invite students to write *place* in “Two words to refer to canopy” on their activity card.
- Invite students to find the translation of *occurs* in home languages. (*Fāshēng* in Chinese)

- Turn and Talk:

“Where is the place most photosynthesis occurs? What, in the sentence, makes you think so?” (the canopy; The canopy gets the most light—this information comes after the main topic of the sentence, canopy.)

- Invite students to place a finger on *where* and to say it aloud chorally with you. Turn and Talk:

“This looks like a question word. Is it? Discuss why the author writes the place and where.” (no; to signal to the reader that she will add extra information to refer to and describe a place, and to explain what she means by “powerhouse”)

“What is the extra information and explanation?” (photosynthesis occurs)

“The author uses a special noun phrase to add extra information and explanation after rainforest. What formula can we use to add extra information and explanation after a place? (the place where photosynthesis occurs = noun [place] + where + subject + verb)

- Read aloud the three chunks on the board again. Ask:

“What else did scientists know about the canopy?”

- Invite students to discuss what scientists knew, using the sentence starter on their card. Time permitting, ask them to write a sentence on their card and invite them to label the appositive noun phrase with “noun (place),” “subject,” and “verb.” (Responses will vary, but may include: Scientists knew that the canopy was the very top of the rainforest, the area where many animals live.)

Optional: Stop here and review and continue the Language Dive on another day.

- Invite students to look again at all of the chunks so far: They knew that the canopy was the “powerhouse” of the rainforest, the place where most photosynthesis occurs.
- Turn and Talk:

“Now what do you think is the gist of the sentence so far?” (Scientists know that the canopy is the place of greatest energy in the rainforest because it’s where most photosynthesis happens.)

“What piece of extra information and explanation did the author add so far? How does the information and explanation tell us why the canopy is so important to the rainforest?”

- Invite volunteers to physically remove chunks from the board and put them back in place as they discuss them. (The canopy is where photosynthesis occurs; the information and explanation tell us the canopy is so important because it has the most photosynthesis.)

“How can we use the noun phrase noun (place) + where + subject + verb in our writing?” (We can use it to tell the reader that we’re adding extra information and explanation about a place.)

- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

- Remind students that they may have seen other ways to use *where*. Encourage them to look for these ways in other sentences and bring them to class to discuss.
- Once students have shared out their discussions, invite students in pairs to explain what another student shared out.

- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points in the next teacher-guided Additional Work with Complex Text component.
- Prepare students for the next day's independent activity: Walk through the Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

Day 4: Whole Class Instruction: Introducing ALL Block Today (2 minutes)

- Tell students that when working with the teacher in this lesson, they will be working on Additional Work with Complex Text, and when working independently they will be working on Reading and Speaking Fluency/GUM and Independent Reading.
- Point out where students can find the materials they need for each of the independent components and remind them they will need to retrieve their **Unit 1, Week 1: Independent Reading: Student Task Card** and **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for the independent work components.
- Remind students of the **Supporting Peers anchor chart**.
- Call the names of those students who will work with you first and invite them to bring their **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**.
- Invite the rest of the students to choose which independent activity they are going to complete first and to head to that place with their **ALL Independent Group Work protocol** handouts.

■●◆ Day 4: Small Group Instruction (18 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Invite students to open to page 10 of *The Most Beautiful Roof in the World* and to read the text aloud to an elbow partner. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Reread page 10 aloud and invite students to read along chorally with you, stopping briefly to check for general comprehension of the part of the passage students worked with yesterday.
- Focus students on the last two sentences from page 10 of *The Most Beautiful Roof in the World* ("They must be as skilled ... brightly lit canopy.").
- Explain that when sentences are long and complex like these are, it helps to break them into smaller chunks of meaning. Today, you will work together to understand the ideas in each sentence and how they combine to express a bigger idea.
- Underline the first chunk of the sentence:
 - "They must be skillful as any mountaineer ..."
- Guide students in analyzing this chunk of text using questions such as the following:

"What familiar word do you see in skillful?" (skill)

"What suffix do you see?" (ful)

“What does skillful mean?” (having skill)

“What is a mountaineer?” (someone who climbs mountains)

“Who must be as skillful as any mountaineer?” (scientists who work in the canopy)

- Direct students’ attention to the first set of boxes on their activity cards. Ask what two things are being compared in this sentence (scientists in the canopy and mountaineers). Support students in completing row 1.
- Reread row 1 and invite students to show their understanding by adding sketches to each of the blank boxes.
- Underline the second chunk of the sentence:
 - “perhaps more so, for the cliffs they ascend are made not of rocks, but of leaves and branches of enormous elasticity.”
- Reread both sections underlined, then guide students in analyzing this chunk of text using questions like the following:

“What are cliffs?” (high, steep faces of rock or earth)

“What does ascend mean?” (to go upward; climb; rise)

“What familiar word do you see in elasticity?” (elastic)

“What does elasticity mean?” (the condition or quality of being elastic; flexible, springy)

“What are the cliffs that the rainforest scientists ascend made of?” (the leaves and branches of rainforest trees)

- Direct students’ attention to the second set of boxes on their activity cards. Ask students what two things are being compared in this part of the sentence (trees in the rainforest and rock cliffs). Support students in completing in row 2.
- Reread row 2 and invite students to show their understanding by adding sketches to each of the blank boxes.
- Reread the full sentence and ask:

“Why do rainforest scientists need to be even more skillful than mountaineers?” (The trees they climb are flexible and springy.)

- Reread the last sentence in the passage (“These men and women are the pioneers of a newly discovered continent as they feel their way up to the brightly lit canopy”) and invite students to read it aloud chorally with you. Guide students in analyzing this chunk of text using questions such as the following:

“What is a pioneer? What is a continent?” (someone who is one of the first in a culture to explore or live in a place; one of earth’s seven major land masses)

- If productive, cue students to expand the conversation by giving an example:

Conversation Cue: “Can you give an example of a pioneer (or a continent)?” (Responses will vary.)

“Who are the pioneers of a newly discovered continent?” (scientists who study the rainforest canopy)

- Ensure that you explain that *pioneers* in this context does not mean the scientists are the first people in the canopy, or the first people to study and explore it, but that they are the first from this society to do so. Consider providing the example of the Korowai tribe in Papua New Guinea (see Teaching Notes). Invite students to share their experiences connected to this with the class.

- Direct students' attention to the third set of boxes on their activity cards.
- Using a total participation technique, invite responses from the group:
"What two things are being compared in this sentence?" (scientists who study the rainforest canopy and pioneers discovering a new continent)
- Support students in completing row 3.
- Reread row 3 and invite students to show their understanding by adding sketches to each of the blank boxes.
- Ask students to synthesize their understanding of these two sentences by turning and talking with an elbow partner:
"How might studying the rainforest canopy be like discovering a new continent?" (People from this society haven't spent much time up in the rainforest canopy, so there are a lot of species of animals and plants yet to be found.)
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.

▲ **Day 4: Small Group Instruction (20 minutes)**

- Invite students to open to page 9 of *The Most Beautiful Roof in the World* and to read the text aloud to an elbow partner. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review students' responses to the Day 3 work of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card.
- Redistribute the Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.
- Review the Daily Learning Targets and discuss their meaning.
- Chorally read aloud from "For a human being ..." to "... is produced" on page 9 of *The Most Beautiful Roof in the World*.
- Invite students to put their finger by the sentence and to chorally read it aloud with you: They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Turn and Talk:
"You have dived into this sentence during two lessons. Why is this sentence so important to dive into?" (It's complex; it tells us why the canopy is so important; it shows how the author used different techniques to add information.)
- Place the following sentence strip chunks on the board: They knew that the canopy was the "powerhouse" of the rainforest, the place where most photosynthesis occurs.
- Remind students that they focused on the first three chunks of the sentence and identified two techniques for adding information to the sentence. Today, they will add the final three chunks and identify a third technique.
- Turn and Talk:
"What is the gist of the first three chunks of the sentence? What, in the sentence, makes you think so?" (Scientists know that the canopy is the place of greatest energy in the rainforest because it's where most photosynthesis happens.)

“What technique did the author use in the first three chunks of the sentence to add information and explanation after a place?” (She used a noun phrase noun [place] + where + subject + verb to tell the reader that she was adding extra information about the canopy and to explain “powerhouse.”)

- Add the following chunk to the others on the board: and where 95 percent of the biomass,
- Turn and Talk:

“What is another way to say 95 percent of the biomass?” (nearly all of the living things of the rainforest)

“Why does the author write this phrase?” (to add additional extra information and explanation about the canopy and to explain what she means by “powerhouse” of the rainforest)

- Invite students to label the phrase with the noun phrase formula. (Look for students to point out where; they should label *biomass* or *95 percent of the biomass* as the subject.)
- Turn and Talk:

“How is this phrase the same as and different from the chunk the place where most photosynthesis occurs? (Responses will vary, but may include: It’s also adding information about the canopy; it doesn’t include the place because the place was already stated; it doesn’t have a verb.)

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

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

- If necessary, encourage students to dive into the similarities and differences in this phrase. Ask:

“The author writes and where 95 of the biomass is produced. Can we also say and the place where 95 percent of the biomass is produced? Discuss whether you agree or disagree, and why.” (Yes, it makes sense. This phrase refers to the place.)

“Why doesn’t the author write the place again?” (She doesn’t want to repeat it because she thinks we already know she’s talking about the same place. She is trying to save space and make the sentence shorter and easier to read.)

“Why does the author write where again?” (to emphasize to the reader that she is adding additional information to refer to and describe a place)

“Does the chunk where most photosynthesis occurs have a verb? Does the chunk and where 95 percent of the biomass have a verb?” (Yes. Yes, but the verb for this chunk, is produced, comes later, in the final chunk of the sentence.)

“So, where is 95 percent of the biomass?” (in the canopy)

- Read aloud the four chunks on the board again. Ask:

“What else did scientists know about the canopy?”

- Invite students to discuss what else scientists knew using the sentence frame on their card. Time permitting, ask them to write a sentence on their card and label it with noun (place) + where + subject + verb. (Responses will vary, but may include: Scientists knew that the canopy was the very top of the rainforest, the place where monkeys live and where birds fly.)
- Invite students to use the same structure to talk about the rainforest before they began this module: “I knew that the rainforest was the place where ____.”
- Place the following chunk on the board: the living things of the rainforest,

- Turn and Talk:

“What are some of the living things of the rainforest mentioned in this paragraph?” (the canopy, stinging ants, trunks, birds, monkeys)

“Why does the author write this phrase?” (to add extra information and explanation to define biomass)

“So, what is biomass?” (all of the animals and plants living in the rainforest)

“What amount of the living things is in the canopy?” (95 percent)

“Why doesn’t the author write a pronoun like that or where to signal she is adding information here?” (She doesn’t need a word like that or where because she is not using a verb in this phrase.)

“So what is the formula for this technique for adding information?” (noun + noun phrase; Students may also point out that commas need to be added on either side of the noun phrase.)

- Invite students to write *the living things of the rainforest* in “Adding information to define biomass” and sketch *biomass* on their activity card.
- Place the following chunk on the board: *is produced*.
- Turn and Talk:

“What is produced? What, in the sentence, makes you think so?” (the biomass; It’s on the other side of the set of commas after biomass; it makes sense to say biomass is produced.)

“Who produces the biomass?” (We don’t know. When we don’t know or don’t want to say who, we can use this special verb form, called passive [be + past participle].)

“Where is the subject for this phrase?” (biomass; The author separated the subject from the verb with the noun phrase to define biomass.)

Optional: Stop here and review and continue the Language Dive on another day.

- Invite students to look again at all of the chunks in sequence: They knew that the canopy was the “powerhouse” of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.
- Point to the commas. Ask:

“What are these marks? How does the author use them?” (commas; Responses will vary, but may include: She uses them to signal that she is adding extra information.)
- Encourage students to dive into the specific usage of commas in this sentence. Ask:

“Why does the author insert a comma between rainforest and the place?” (to signal that she will add extra information to explain what she means by canopy and “powerhouse” of the rainforest)

“Why does the author insert a comma between biomass and the living things? (to signal that she will add extra information to explain and define biomass)

“Why does the author insert a comma between rainforest and is produced? (to signal that she is finished adding extra information to explain what is meant by biomass)

“Why doesn’t the author use a comma to signal she is finished adding extra information to explain what she means by canopy and “powerhouse”? (She uses a period instead because it is also the end of the sentence.)

“Who can add on to what your classmates said about the commas? How can we use commas in our writing?” (Responses will vary, but may include: We can use noun + noun phrase and two commas to signal where we’re adding extra information to define a word.)

- Invite students to write in the commas in the appropriate places on the card, explaining their choices based on their recent discussion of commas. (Scientists knew that the canopy, the very top of the rainforest, was full of light, the place where most photosynthesis happens.)
- Scramble the sentence strip chunks so that the sentence doesn’t make sense and display so all students can see.
- Invite students to work with their partners to put the chunks of the sentence in the correct sequence. Cold call students to come to the front to put the chunks in the correct order for the whole class to see. (They knew that the canopy was the “powerhouse” of the rainforest, the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest, is produced.)
- Turn and Talk:

“Now what do you think is the gist of the sentence?” (Scientists know that the canopy is the place of greatest energy in the rainforest because it’s where most photosynthesis and biomass exists.)

- Read aloud the next sentence from the book: The canopy is where rainforest life begins. Ask:

“How does this sentence we dived into relate to the sentence I just read?” (Responses will vary, but may include: It’s a sort of summary or conclusion, a more general way to say the same thing. It talks about the beginning of life, like the “powerhouse” of biomass and photosynthesis.)

- If productive, cue students to listen carefully and seek to understand:

Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)

“Why is the canopy so important to the rainforest?” (because of the abundance of energy and life there; it has most photosynthesis and most biomass)

“What three techniques can we use to add information when we write?” Invite students to complete the sentence frames on their card. (We can use noun [place] + where + subject + verb to add extra information; we can use noun + noun phrase to add extra information; we can use commas to add extra information.)

- Invite students to ask any questions they have about the sentence and to post the language chunks around the room on the appropriate Chunk Wall. Example:

<i>Nouns and noun phrases (people, places, things)</i>	<i>Verbs and verb phrases (actions and states)</i>
the place where most photosynthesis occurs and where 95 percent of the biomass, the living things of the rainforest,	They knew is produced the place where most photosynthesis occurs