

Print Components Sampler

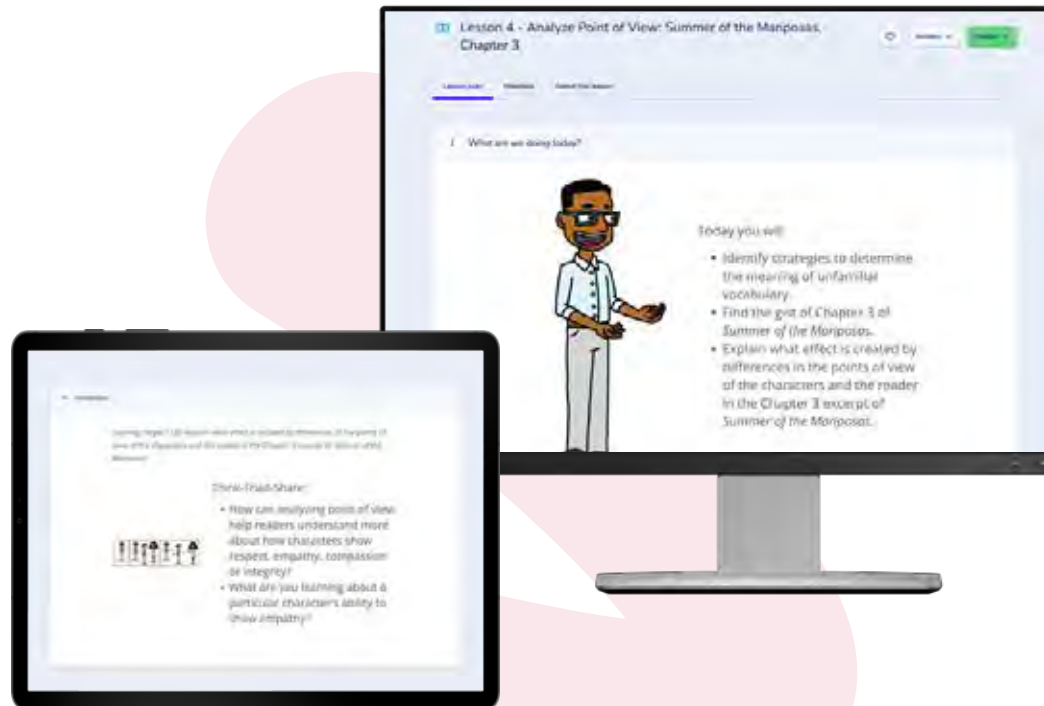
Grade 5 | Module 2





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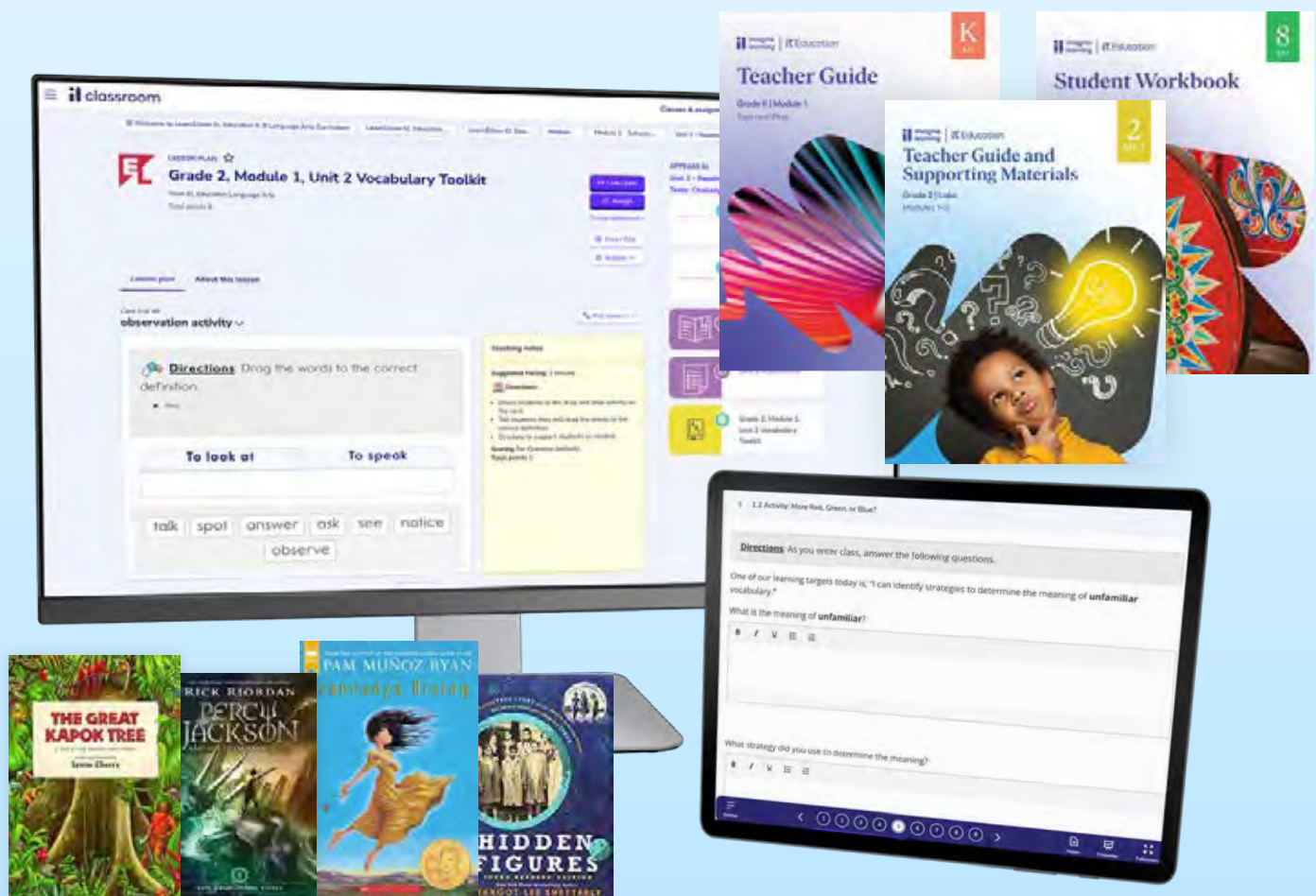
High-Quality Content-Based Literacy Instruction

Created by teachers for teachers, the Imagine Learning EL Education curriculum is a content-based, research-informed, core language arts program for Grades K–8. It features:

- Compelling, real-world content with engaging, complex texts
- Standards-based instruction to support the mastery of knowledge and skills
- Lessons and instruction designed to build habits of character
- A focus on producing high-quality student work
- Structured phonics to support foundational skills development
- Professional development to ensure implementation with integrity

A Platform that Supports Teachers

Our innovative platform empowers educators to spend more time teaching and less time planning. Teachers can more easily plan lessons with rich resources and instructional supports, while robust data and reporting allow them to differentiate instruction for students' needs.



Curriculum Materials for Grade 3–5



Module Lessons

(60 minutes of daily instruction)

Explicitly teach and formally assess reading comprehension, writing, speaking and listening, and language. There is an optional Life Science module per grade, which provides an inquiry-based approach to rigorous and authentic science instruction.



Imagine Learning EL Education features 4 modules of content-based literacy instruction per grade



Teacher Guides
Modules 1–4
(1 book per module)



Teacher Supporting Materials
Modules 1–4
(1 book per module)



Student Workbooks
Modules 1–4
(1 book per module)

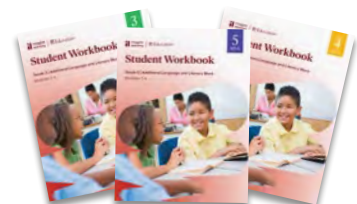
Additional Language and Literacy Block Instruction

(60 minutes of additional daily instruction)

The Additional Language and Literacy (ALL) Block instruction complements the module lessons to provide additional practice on content-based literacy instruction and accelerate all students' achievement.



Teacher Guides & Supporting Materials
Modules 1–4
(1 book per module)



Student Workbooks
Modules 1–4
*(1 book per module
1–4 per student)*

Guiding Principles of EL Education

EL Education's curriculum centers around key guiding principles that support educators and students in their learning both inside and outside of the classroom.

Equity Matters

All children deserve an education that fosters their unique abilities, provides real opportunities to achieve high academic standards, and prepares them to take their place in society when they leave school. That's why EL Education's curriculum rests on a foundation of equity with the Dimensions of Student Achievement.



MASTERY OF KNOWLEDGE & SKILLS

Standards-aligned instruction and assessment

Focus on critical thinking, communication, and deeper learning



HIGH-QUALITY STUDENT WORK

Demonstrates complexity, craftsmanship, and authenticity

Evident in performance tasks, conversations, and responses to prompts



CHARACTER

Tools to become effective, ethical learners who work to make the world a better place

Integrated focus on developing character within lesson context

Backward Design

EL Education centers around the guiding principle of backward design, meaning instructional planning keeps the end in mind and educators assess all along the way.

Substantive Content Matters

While students develop a deepening understanding of cross-curricular content – science, social studies, or literature – they simultaneously acquire all the key literacy standards of reading, writing, speaking, and listening, carefully embedded within the lessons.

Diverse and Inclusive Settings

The curriculum recognizes that students learn from one another and respect one another when they learn together in the same environment. In addition, teachers have various learning needs in the classroom, so the curriculum provides numerous supports and resources to differentiate instruction for all learners, from students with learning disabilities to those who need academic extensions.

Promote Student Thinking, Collaboration, and Respect

Clear and simple protocols and conversation cues support rich, purposeful, and collaborative conversations that deepen learning and allow students to appreciate diverse perspectives.

Students Own Their Learning

Students using EL Education become active learners with an agency in their education. They set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

Families and Guardians Are Partners

Students learn best when families can be part of the educational journey. The curriculum supports the home-to-school connection with various resources to encourage and extend learning at home.

Curriculum as Powerful Professional Development

The EL Education curriculum provides ample resources and opportunities for teachers to build on their existing expertise and improve their ability to make strong instructional decisions during planning and while teaching. In addition, with Imagine Learning, educators have access to ongoing professional learning and customer support to implement EL Education with integrity.

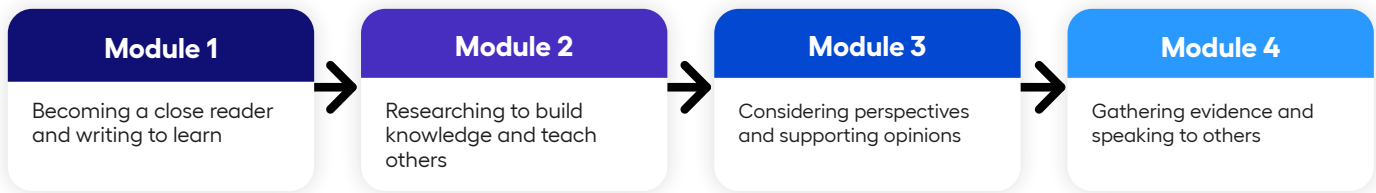
A Proven Instructional Model

Students engage in a consistent instructional routine centered around content-rich modules with compelling real-world examples. Students move from building background knowledge to extended reading and research and finally to extended writing. Each lesson and unit follow a cycle designed to give students time to process a text.

Imagine Learning EL Education is carefully structured to build literacy skills across K–8. Lessons provide a consistent focus on academic standards mastery for reading, writing, speaking, and listening.

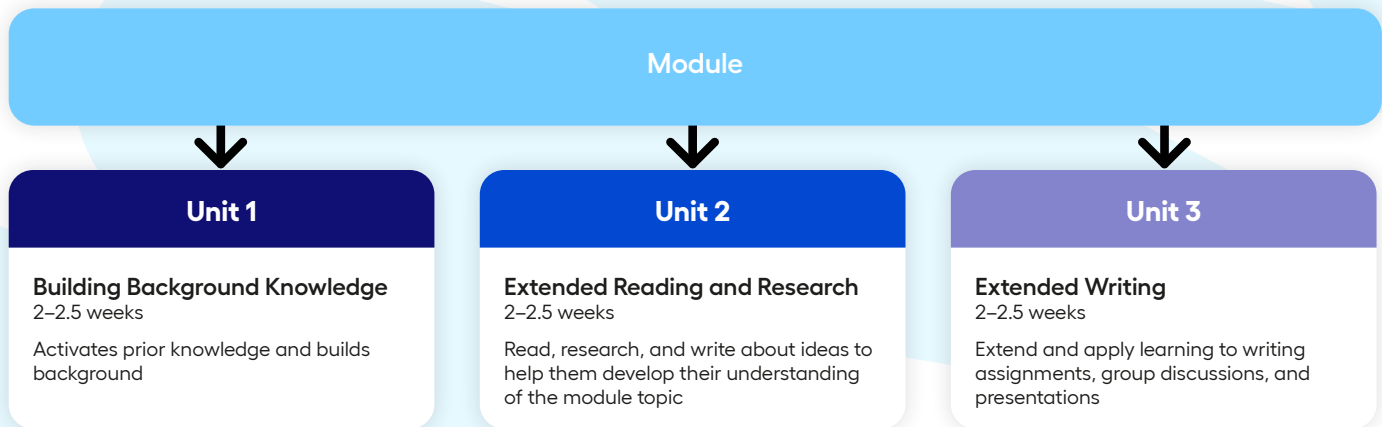
Literacy Instruction

Every grade has four modules, each comprising eight to nine weeks of instruction. These modules offer one hour of content-based literacy instruction to dive deep into the module topics.

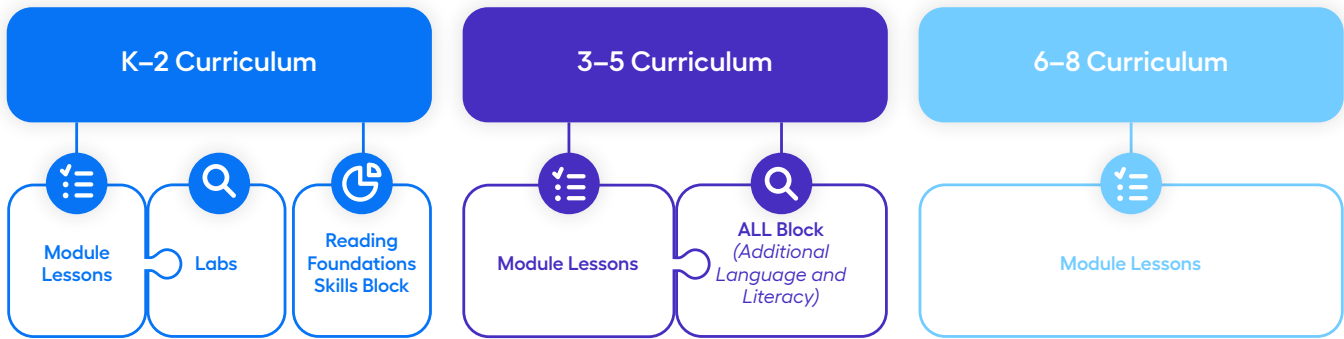


Module Example from Grades 3–5

Each module includes three units to build profound content knowledge on a topic or text.



EL Education Content Based Language Arts Curriculum



Grades K-2

In grades K-2, teachers have access to core literacy instruction through module lessons. In addition, there are areas for students to expand their learning through hands-on exploration and opportunities to build foundational reading skills.

READING FOUNDATIONS SKILLS BLOCK

This structured phonics program teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation. Lessons and assessments offer one additional hour of foundational skills development.

LABS

Optional labs help reinforce literacy skills, content knowledge, and habits of character taught in the module lessons with hands-on exploration and inquiry-based lessons.

Grades 3-5

In grades 3-5, teachers have access to core literacy instruction through module lessons, plus an additional hour of practice through ALL Block.

ADDITIONAL LANGUAGE AND LITERACY (ALL) BLOCK

The **ALL Block** provides extra literacy and language practice for students, reinforcing the skills they learn in the module lessons. Teachers can use this time to differentiate instruction.

The ALL Block module focuses on five components:

- Accountable independent reading
- Additional work with complex texts
- Reading and speaking fluency
- Writing practice
- Word study/vocabulary



Grades 6-8

In grades 6-8, teachers have access to literacy instruction through module lessons, as well as additional English Learner instructional support.

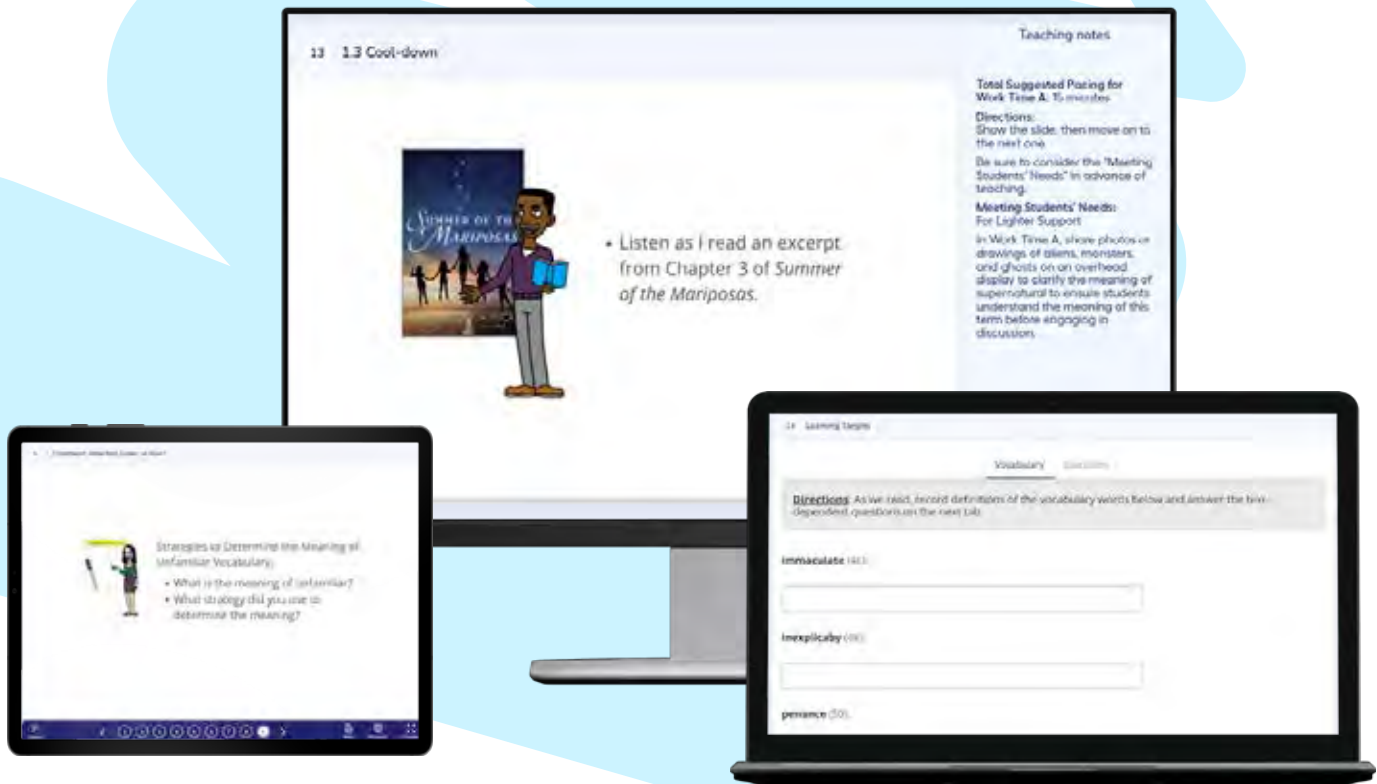
The Imagine Learning Difference

The highest quality English language arts curriculum, powered by a best-in-class digital delivery

Our unique platform allows teachers to connect with individual students, engage creatively, and customize the curriculum for greater impact. It's a tool that amplifies teachers' best instincts, better equipping them to do the same for their students.

The platform provides:

- ✓ Organized, classroom-ready curriculum and content to support teaching and learning
- ✓ Customizable lessons and assessments for flexibility and personalization
- ✓ Robust data and reporting to differentiate instruction to student needs
- ✓ Seamless integration with your district's LMS
- ✓ Hands-on platform training for teachers and leaders to implement with integrity



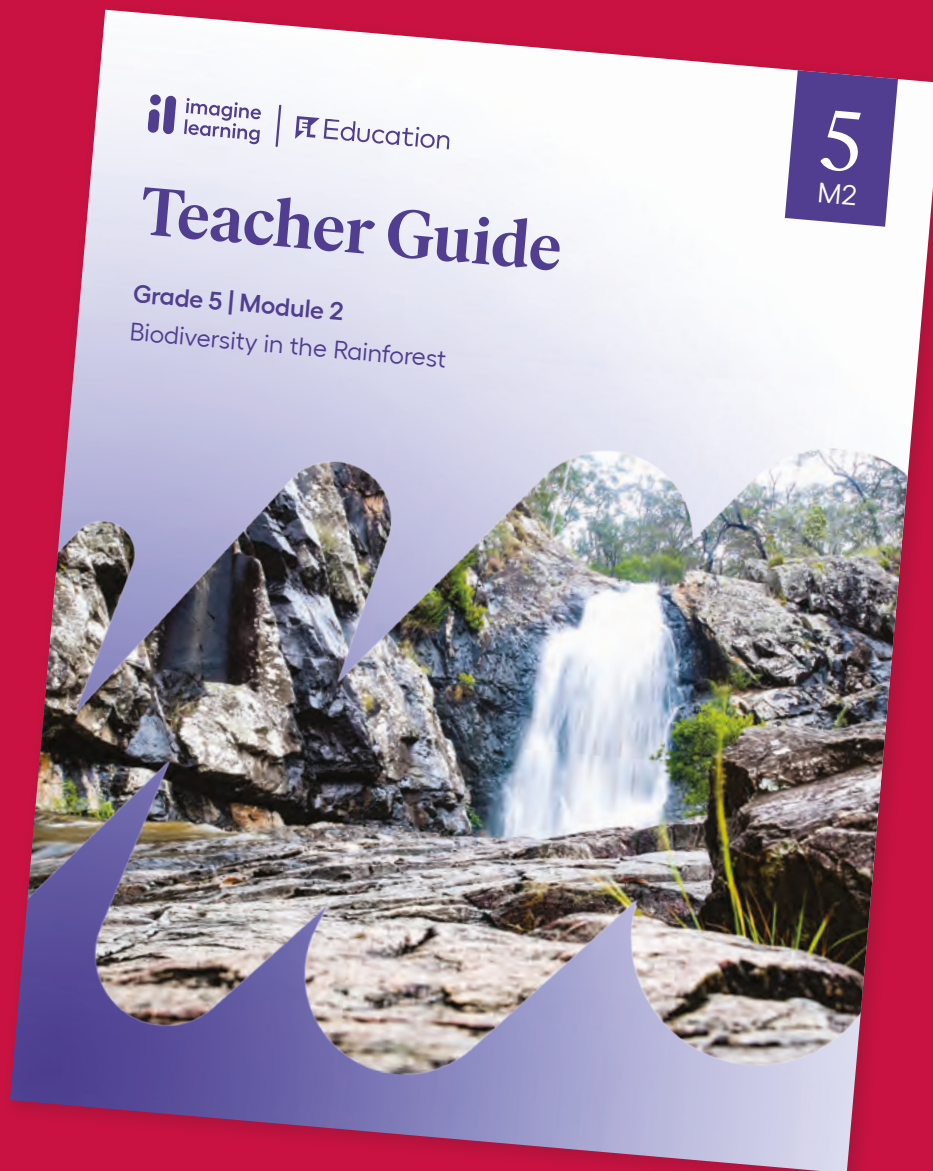


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Education

Module Teacher Guide

Sample



Grades 3–5 Curriculum Plan

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Around the World
	Writing Tasks*	<ul style="list-style-type: none"> Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10) Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5) 	<ul style="list-style-type: none"> Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4, W.3.10) Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6) 	<ul style="list-style-type: none"> Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6) Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10) 	<ul style="list-style-type: none"> Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b) Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Biblioburro</i> , Monica Brown RL - <i>Thank You, Mr. Falker</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Polliwogs</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M. Barrie	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba

* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

** This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 4	Topic	4M1: Poetry, Poets and Becoming Writers	4M2: Animal Defense Mechanisms	4M3: The American Revolution	4M4: Responding to Inequality: Ratifying the 19th Amendment
	Writing Tasks*	<ul style="list-style-type: none"> Revising a Literary Essay (W.4.2a, W.4.5, L.4.11, and L.4.2b) Poetry Presentation+ (SL.4.4 and SL.4.5) 	<ul style="list-style-type: none"> Informative Essay: Pufferfish Defense Mechanisms (RI.4.9, W.4.2, W.4.4, W.4.7, W.4.8, and W.4.10) Narrative Writing: Animal Defenses Choose-Your-Own- Adventure (RI.4.9, W.4.2, W.4.3, and W.4.10) 	<ul style="list-style-type: none"> Text-Based Discussion: American Revolution (RI.4.9 and SL.4.1) Opinion Writing: Loyalist Broadside (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10) 	<ul style="list-style-type: none"> Opinion Writing: PSA Script (W.4.1, W.4.4, W.4.10) Taking Action Project Press Release (W.4.2, W.4.4, W.4.10)
	Required Trade Books**	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words</i> , Jen Bryant	RI - <i>Can You Survive the Wilderness?</i> , Matt Doeden RI - <i>Venom</i> , Marilyn Singer RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wildon	RL - <i>Colonial Voices Hear Them Speak</i> , Kay Winters RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson	RL - <i>The Hope Chest</i> , Karen Schwabach
Grade 5	Topic	5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
	Writing Tasks*	<ul style="list-style-type: none"> Revising an Analytical Essay: Comparing Character Responses to An Event in <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10) 	<ul style="list-style-type: none"> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> (RL.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10) Rainforest Adventures EBook (W.5.3, W.5.4, W.5.6, W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Factors of Jackie Robinson's Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10) Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e) Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.8)
	Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts, no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep: How Jackie Robinson Changed America</i> , Robinson, Sharon	RL - <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat

* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

** This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

† This presentation requires students to write the speech they are going to present.

In this module, students read to build knowledge about the rainforest and analyze author's craft in narrative writing to build proficiency in writing first person narratives about the rainforest. In Unit 1, they build background knowledge on biodiversity in the rainforest and rainforest deforestation to understand why scientists, like Meg Lowman, study the rainforest. Students closely read excerpts of *The Most Beautiful Roof in the World* by Kathryn Lasky and other texts to identify text structure and practice summarizing the text. Having read texts about deforestation, students research using several print and digital sources to identify ways they can help the rainforest and the challenges associated with being an ethical consumer. They then participate in a collaborative discussion at the end of the unit. In Unit 2, students explore how authors of narrative texts about the rainforest help the reader to understand what it is like in the rainforest by analyzing author's use of figurative, concrete, and sensory language. With a deeper understanding of author's craft, in Unit 3 students write first person narratives, building out a scenario from *The Most Beautiful Roof in the World* using concrete and sensory language to describe the rainforest as though they were actually there. For their performance task, students work in pairs to create an ebook containing a front cover, contents page, introduction, and narratives, with pictures selected or created to contribute to the narratives. This task centers on CCSS ELA **W.5.3**, **W.5.4**, and **W.5.6**.



Guiding Questions and Big Ideas

Why do scientists study the rainforest?

- *Scientists study the rainforest because it is home to diverse life and to determine the impact of deforestation on biodiversity.*

How do authors engage readers in narratives?

- *Narrative authors engage readers by researching what they are writing about to describe it accurately and precisely through concrete and sensory language.*

The 4 T's

TOPIC

Biodiversity in the rainforest

TASK

Rainforest Adventures ebook

TARGETS

CCSS explicitly taught and assessed:
W.5.3, W.5.4, W.5.6

TEXTS

The Most Beautiful Roof in the World,
"Bite at Night" written by EL Educa-
tion for instructional purposes

Performance Task

Rainforest Adventures Ebook

This performance task gives students a chance to work in pairs to compile all of their narrative writing from Unit 3 into an attractive ebook. Throughout the unit, students work in pairs with careful scaffolding to write and revise a first person partner narrative that builds out an event in *The Most Beautiful Roof in the World*. For both the mid-unit and end of unit assessment, students write and revise a first person narrative independently to build out another event from the book. For the performance task, students work in pairs to collate their three first person narratives (one written independently by each student in the pair and one partner narrative) into an ebook with a front cover, a contents page, an introduction, and the three narratives, with pictures selected or created to contribute to the narratives, aimed at students in grade 5 and above. This task centers on CCSS ELA **W.5.3**, **W.5.4**, and **W.5.6**.

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Science (based on NGSS):

Note: Also consider using EL Education Grade 5 Life Science Module, a separate resource that includes approximately 25 hours of science instruction. This life science module explicitly addresses fifth-grade NGSS life science standards and naturally extends the learning from this ELA module.

Next Generation Science Standards:

Life Science Performance Expectation:

- **5-LS2-1:** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
 - **LS2.A:** Interdependent Relationships in Ecosystems: The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.

Habits of Character

Social-emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to contribute to a better world**: put their learning to use to improve communities (e.g., citizenship, service).

Students also focus on working to become effective learners, developing the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration).

See unit overviews for more detail.

Required Trade Books (for purchase) ¹	Unit 1	Unit 2	Unit 3
1. Cherry, Lynne. <i>The Great Kapok Tree</i> . New York: Houghton Mifflin Harcourt, 1990. Print.		✓	
2. Johnson, Jen. <i>Seeds of Change: Planting a Path to Peace</i> . New York: Lee and Low Books, 2013. Print.	✓		
3. Lasky, Kathryn. <i>The Most Beautiful Roof in the World</i> . New York: Houghton Mifflin Harcourt, 1997. Print.	✓	✓	✓
Additional Texts (no purchase necessary; included in the module materials)	Unit 1	Unit 2	Unit 3
4. “Bite at Night!” Created for instructional purposes by EL Education. Lexile 900.			✓

Recommended Texts (for volume of reading on the module topic)	Unit 1	Unit 2	Unit 3
See the stand-alone K–5 Recommended Text list for detailed suggestions for books, articles, and videos on the module topic.			

¹ See stand-alone Required Tradebooks list for procurement details, including the number of copies of each text.



Reading—Literature

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RL.5.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RL.5.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading—Informational Text

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading—Foundational Skills

- **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
 - **RF.5.4a:** Read grade-level text with purpose and understanding.
 - **RF.5.4c:** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Writing

- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - **W.5.2a:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - **W.5.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - **W.5.2c:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - **W.5.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - **W.5.2e:** Provide a concluding statement or section related to the information or explanation presented.
- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - **W.5.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - **W.5.3b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - **W.5.3c:** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

- **W.5.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - **W.5.9a:** Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- **W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - **SL.5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - **SL.5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
 - **SL.5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - **SL.5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **L.5.1a:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **L.5.2b:** Use a comma to separate an introductory element from the rest of the sentence.
 - **L.5.2d:** Use underlining, quotation marks, or italics to indicate titles of works.
- **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - **L.5.3a:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - **L.5.4a:** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
 - **L.5.4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - **L.5.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - **L.5.5a:** Interpret figurative language, including similes and metaphors, in context.
 - **L.5.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.



Module-at-a-Glance

Weeks 1–3

Unit 1: Building Background Knowledge: Why Scientists Study the Rainforest

Instructional Focus

- Building background through close reading: biodiversity in the rainforest and rainforest destruction
- Identifying and comparing text structures
- Writing summaries
- Building background knowledge through web research: what we can do to help the rainforest
- Preparing for and participating in a Science Talk

CCS Standards Assessed

- RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10, W.5.2, W.5.2a, W.5.7, W.5.8, W.5.9, W.5.9b, SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, L.5.4, L.5.4a, L.5.4b, L.5.4c

Assessments

- Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (RI.5.2, RI.5.5 and RI.5.10)
- End of Unit 1 Assessment: Web Research and Text-Based Discussion (RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, and SL.5.1a, SL.5.1b, SL.5.1c, and SL.5.1d)

Weeks 4–5

Unit 2: Using Writing to Inform

Instructional Focus

- Reading and analyzing literary texts, focusing on how point of view influences how the events in the text are described
- Reading and analyzing literary texts, focusing on how descriptive language helps a reader to understand the text
- Analyzing the use of concrete and sensory language in *The Most Beautiful Roof in the World*
- Writing a literary analysis essay
- Reading aloud excerpts of *The Most Beautiful Roof in the World*

CCS Standards Assessed

- RL.5.1, RL.5.4, RL.5.6, RL.5.9, RL.5.10, RL.5.10, RF.5.3, RF.5.4, RF.5.4a, RF.5.4c, W.5.2, W.5.2a, W.5.2b, W.5.2c, W.5.2d, W.5.2e, W.5.9, W.5.9a, W.5.10, SL.5.1, SL.5.1b, L.5.1, L.5.2, L.5.2d, L.5.4, L.5.4b, L.5.4c, L.5.5, L.5.5a, L.5.5b

Assessments

- Mid-Unit 2 Assessment: Reading and Analyzing Literary Texts (RL.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d, and L.5.5)
- End of Unit 2 Assessment: Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in *The Most Beautiful Roof in the World* (RL.5.1, RF.5.3, RF.5.4, W.5.2, W.5.9, and W.5.10)

Weeks 6–8

Unit 3: Using Writing to Entertain

Instructional Focus

- Planning and drafting a first person narrative in pairs
- Revising partner narrative with a focus on pacing

CCS Standards Assessed

- RL.5.4, RL.5.6, W.5.2, W.5.2a, W.5.2b, W.5.3, W.5.3a, W.5.3b, W.5.3c, W.5.3d, W.5.3e, W.5.4, W.5.5, W.5.6, W.5.10, L.5.1, L.5.1a, L.5.2, L.5.2b, L.5.3, L.5.3a

Assessments and Performance Task

- Mid-Unit 3 Assessment: Narrative Writing: First-Person Story Based on *The Most Beautiful Roof in the World* (W.5.3, W.5.3a, W.5.3e, W.5.4, and W.5.10)
- End of Unit 3 Assessment: Revising a First Person Narrative (W.5.3b, W.5.3c, W.5.3d, W.5.5, L.5.1a, and L.5.3a)
- Performance Task: Rainforest Adventures Ebook (W.5.3, W.5.4, and W.5.6)

Optional: Experts, Fieldwork, Service, and Extensions

Community:

- If you have a number of English language learners speaking the same native language, invite family members to come into the classroom to talk with them about the rainforest in their native language.

Experts:

- Have a biologist visit the classroom to talk about the diversity of life in the rainforest.

- Have an author visit the class to talk about craft and author's techniques to engage the reader.

Fieldwork:

- Visit the local zoo to observe and draw/photograph rainforest animals and birds to be able to describe them more accurately in narrative writing.
- Visit a local botanical garden to observe and draw/photograph rainforest plants to be able to describe them more accurately in narrative writing.

Service:

- Help the class organize a fundraiser to contribute to a rainforest preservation organization.
- Work with students to implement some of the ideas they find to help the rainforest within the school: recycling in the classroom or writing a letter/email to encourage teachers to buy recycled paper, for example.

Extension opportunities for students seeking more challenge:

- Students could complete an independent internet research project about the diversity of life in the rainforest and/or rainforest destruction.
- Have students read aloud excerpts of *The Most Beautiful Roof in the World* as a performance for the whole group.
- Have students record an audiobook component for their ebooks.
- Have students read aloud or share their books with students in other grades.



Performance Task

Rainforest Adventures ebook

This performance task gives students a chance to work in pairs to compile all of their narrative writing from Unit 3 into an attractive ebook. Throughout the unit, students work in pairs with careful scaffolding to write and revise a first person partner narrative that builds out an event in *The Most Beautiful Roof in the World*. For both the mid-unit and end of unit assessment, students write and revise a first person narrative independently to build out another event from the book. For the performance task, students work in pairs to collate their three first person narratives (one written independently by each student in the pair and one partner narrative) into an ebook with a front cover, a contents page, an introduction, and the three narratives, with pictures selected or created to contribute to the narratives, aimed at students in grade 5 and above. This task centers on CCSS ELA W.5.3, W.5.4, and W.5.6.

Mid-Unit 1 Assessment

Reading and Analyzing Informational Texts

This assessment centers on CCSS ELA RI.5.2, RI.5.5, and RI.5.10. Students apply what they have learned about the structure of informational texts to read, summarize, and compare two new texts. After reading passages about the destruction of the rainforest, written in two different text structures, students create an appropriate graphic organizer, record the main ideas and details of each text, and write a concise summary. Finally, they answer selected response questions comparing the structure of the two texts. Students may use the Text Structure Resource Page when identifying the structure of the texts and creating a graphic organizer.

End of Unit 1 Assessment

Web Research and Text-Based Discussion

This assessment centers on CCSS ELA RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, and SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d. It has two parts. In Part I, students apply what they have learned about web research to use multiple print and digital sources to find answers to the question: “What can I do to help the rainforest?” Students fill out a note-catcher, which they then use in Part II, when they participate in a Science Talk to discuss the answer to the question they have researched.

Mid-Unit 2 Assessment

Reading and Analyzing Literary Texts

This assessment centers on CCSS ELA RL.5.4, RL.5.6, RL.5.9, RL.5.10, L.5.2d, and L.5.5. It has two parts. In Part I, students read passages about the rainforest and answer questions about author’s craft. In Part II, students read and analyze two excerpts about the same event, comparing the point of view.

End of Unit 2 Assessment

Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in *The Most Beautiful Roof in the World*

This assessment centers on CCSS ELA RL.5.1, RE.5.3, RE.5.4, W.5.2, W.5.9, and W.5.10. It has two parts. In Part I, students read a new excerpt of *The Most Beautiful Roof in the World* aloud for fluency. In Part II, students write an on-demand essay to answer the question: “What does the use of concrete language and sensory detail help you understand about the rainforest?”

Mid-Unit 3 Assessment

Narrative Writing: First-Person Story Based on *The Most Beautiful Roof in the World*

This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3e, W.5.4, and W.5.10. Students plan and write a first draft of a new first person narrative, building out a scenario from *The Most Beautiful Roof in the World*. Students use their Narrative Planning graphic organizers to plan a beginning that establishes the situation by introducing their characters and/or narrator, a middle that describes the central problem and how the character(s) responds to the problem, and an ending that has a logical solution/resolution to “wrap up” the problem. They then use their Narrative Planning graphic organizer to write a first draft.

End of Unit 3 Assessment

Revising a First Person Narrative

This assessment centers on CCSS ELA W.5.3b, W.5.3c, W.5.3d, W.5.5, L.5.1a, and L.5.3a. In Part I, students apply what they have learned about conjunctions, interjections, and prepositions to answer selected response and short on-demand response questions. In Part II, students apply what they have learned about revising narratives to revise the narrative they wrote for the mid-unit assessment with a focus on technique and pacing.

Summary of Task

This performance task gives students a chance to work in pairs to compile all of their narrative writing from Unit 3 into an attractive ebook. Throughout the unit, students work in pairs with careful scaffolding to write and revise a first person partner narrative that builds out an event in *The Most Beautiful Roof in the World*. For both the mid-unit and end of unit assessment, students write and revise a first person narrative independently to build out another event from the book. For the performance task, students work in pairs to compile their three first person narratives (one written independently by each student in the pair and one partner narrative) into an ebook with a front cover, a contents page, an introduction, and the three narratives with pictures selected or created to contribute to the narratives, aimed at students in grade 5 and above. This task centers on CCSS ELA W.5.3, W.5.4, and W.5.6.

Format

Rainforest Adventures ebook

The Rainforest Adventures ebook will be completed in pairs using technology and will contain:

- Three first person narratives, each with a list of sources (one written collaboratively by the pair and two written by each student individually)
- Visually appealing cover page with an appropriate image
- Contents page listing the order of the narratives
- Author's note describing the process of writing the stories and how the authors used concrete and sensory language to engage the reader
- Carefully chosen images to support the content and make the book visually appealing for the reader

Standards Addressed through This Task

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Student-Friendly Writing Invitation/Task Description

In Unit 3, you have written two first person narratives building out scenarios from *The Most Beautiful Roof in the World*: one partner narrative and one individual narrative for the End of Unit 3 Assessment. Work with your partner to compile these narratives into a Rainforest Adventures ebook to be read on digital devices. Your ebook should include:

- Visually appealing cover page with title
- Contents page
- Author's note describing what the authors' choice of concrete and sensory language helps the reader understand
- Partner narrative with a list of sources
- Both individual narratives with a list of sources
- Carefully chosen images to support the content and make it visually appealing for the reader



Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed.

Your Rainforest Adventures ebook should include:

- Visually appealing cover page with title
- Contents page
- Author's note describing what the authors' choice of concrete and sensory language helps the reader understand
- Partner narrative with a list of sources
- Both individual narratives with a list of sources
- Carefully chosen images to support the content and make it visually appealing for the reader

Options for Students

- Extension: Students include additional rainforest narratives in their ebook, besides those written during the module lessons.
- Students draw their own illustrations, either digitally or on paper to scan, rather than choosing images online.
- Students add an audiobook function by recording themselves reading their narrative.
- Students present their narratives to their own class as practice for presenting to others in the school community.

Options for Teachers

- Students may present their ebooks to their own class, to other classes in the school, or to parents or other adults.
- Student narratives could be advertised in the room, in the school library, or in the community to enhance student motivation with the potential authentic audiences.

Grade 5: Module 2

Unit 1: Overview and Lessons

In this unit, students build background knowledge about the rainforest, including rainforest destruction, to understand why scientists study the rainforest. In the first half of the unit, they read excerpts from *The Most Beautiful Roof in the World* by Kathryn Lasky and other informational texts to analyze and compare text structure and write summaries. For the mid-unit assessment, students read, summarize, and compare the structure of two new informational texts about the rainforest.

In the second half of the unit, students transition to conducting web research in the second half of the unit to answer the question: What can I do to help the rainforest? They prepare for a Science Talk in which they discuss the things they can do to help and also the realistic challenges of implementing some of those things. For the first part of the end of unit assessment, students complete research independently using new sources to participate in a Science Talk in the second half of the assessment.



Guiding Questions and Big Ideas

Why do scientists study the rainforest?

- *Scientists study the rainforest because it is home to a diversity of life.*
- *Scientists study the rainforest to determine the impact of deforestation on biodiversity.*

What can we do to help the rainforest?

The 4 T's

TOPIC

Students build background knowledge about the rainforest, including rainforest destruction, to understand why scientists study the rainforest.

TASK

Students read informational texts, and answer selected responses questions and write a summary about them. Students research to determine ways they can help the rainforest and discuss their findings, including the challenges with implementing those ideas, in a Science Talk (end of unit assessment).

TARGETS

CCSS explicitly taught and assessed: RI.5.1, RI.5.2, RI.5.5, RI.5.7, RI.5.10, W.5.7, W.5.8, SL.5.1

TEXTS

The Most Beautiful Roof in the World: Exploring the Rainforest Canopy, "Saving an Important Resource", "Natural Events and the Rainforest", Rainforest Alliance website

Mid-Unit 1 Assessment

Reading and Analyzing Informational Texts

This assessment centers on CCSS ELA RI.5.2, RI.5.5, and RI.5.10. Students apply what they have learned about the structure of informational texts to read, summarize, and compare two new texts. After reading passages about the destruction of the rainforest, written in two different text structures, students create an appropriate graphic organizer, record the main ideas and details of each text, and write a concise summary. Finally, they answer selected response questions comparing the structure of the two texts. Students may use the Text Structure Resource Page when identifying the structure of the texts and creating a graphic organizer.

End of Unit 1 Assessment

Web Research and Text-Based Discussion

This assessment centers on CCSS ELA RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8, SL.5.1a, SL.5.1b, SL.5.1c, and SL.5.1d. It has two parts. In Part I, students apply what they have learned about web research to use multiple print and digital sources to find answers to the question: “What can I do to help the rainforest?” Students fill out a note-catcher, which they then use in Part II, when they participate in a Science Talk to discuss the answer to the question they have researched.

Habits of Character

Social-Emotional Learning Focus

Central to EL Education’s curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners—developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to contribute to a better world**, putting their learning to use to improve communities (e.g., citizenship, service). Throughout Unit 1, students practice using strengths to help others grow, as they provide peer feedback, and taking care of shared spaces and applying learning to help the school, the community, and the environment, as they research things they can do to help the rainforest.

Unit-at-a-Glance

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 RI.5.1, RI.5.4, SL.5.1, SL.5.1b, L.5.4	Discovering Our Topic: The Rainforest 1. Opening A. Discovering Our Topic: Infer the Topic (20 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Introducing the Performance Task (5 minutes) B. Exploring the Text: <i>The Most Beautiful Roof in the World</i> (15 minutes) 3. Closing and Assessment A. Launching Independent Reading (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can infer the module topic and support my inferences with details and examples from the images and text. (RI.5.1, SL.5.1b) I can find the gist of a narrative nonfiction text. (RI.5.4, L.5.4) 	<ul style="list-style-type: none"> Participation in Infer the Topic protocol (RI.5.1, SL.5.1b) 	<ul style="list-style-type: none"> Infer the topic protocol Module Guiding Questions anchor chart Rainforest Experiences anchor chart Performance Task anchor chart
Lesson 2 RI.5.2, RI.5.4, RI.5.5, RI.5.10, W.5.9, W.5.9b	Reading Informational Texts: Describing Text Structure 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Describing Text Structure: <i>The Most Beautiful Roof in the World</i> , Pages 9–10 (20 minutes) B. Analyzing a Model Summary (15 minutes) 3. Closing and Assessment A. Reading for Gist: <i>The Most Beautiful Roof in the World</i> , Pages 11–26 (20 minutes) 4. Homework A. Vocabulary. Follow the directions in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can describe the structure of a text. (RI.5.5) I can analyze a summary and explain how it is effective. (RI.5.2) 	<ul style="list-style-type: none"> Problem and Solution Structure: <i>The Most Beautiful Roof in the World</i>, Pages 9–10 graphic organizer (RI.5.5) Finding the Gist and Unfamiliar Vocabulary: <i>The Most Beautiful Roof in the World</i>: “Out of the Shadow and into the Light” (RI.5.4, L.5.4) Participation in analysis of model summary (RI.5.2) 	<ul style="list-style-type: none"> Comparing Text Structures anchor chart Working to Become Effective Learners anchor chart Close Readers Do These Things anchor chart Criteria for an Effective Summary anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3 RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.10, W.5.9, W.5.9b, L.5.4, L.5.4a, L.5.4b, L.5.4c	Close Read: Pages 11–12 of <i>The Most Beautiful Roof in the World</i> 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: <i>The Most Beautiful Roof in the World</i> , Pages 11–12 (20 minutes) B. Describing Text Structure: <i>The Most Beautiful Roof in the World</i> , Pages 11–12 (10 minutes) C. Reading for Gist: "Rainforests and Why They Are Important" (15 minutes) 3. Closing and Assessment A. Interactive Word Wall (10 minutes) 4. Homework A. Vocabulary. Follow the directions in your Unit 1 homework. B. For ELLs: Complete the Language Dive 1 Practice in your Unit 1 homework. C. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can make inferences about a text and cite evidence from the text to support my inferences. (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c) I can describe the structure of a text. (RI.5.5) 	<ul style="list-style-type: none"> Close Read: The Most Beautiful Roof in the World, Pages 11–12 note-catcher (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4a, L.5.4b, L.5.4c) Descriptive Structure: <i>The Most Beautiful Roof in the World</i>, Pages 11–12 graphic organizer (RI.5.5) Finding the Gist and Unfamiliar Vocabulary: "Rainforests and Why They Are Important" (RI.5.4, L.5.4) 	<ul style="list-style-type: none"> Close Readers: Do These Things anchor chart Working to Become Effective Learners anchor chart Comparing Text Structures anchor chart
Lesson 4 RI.5.2, RI.5.5, W.5.2, W.5.2a, W.5.8, SL.5.1, SL.5.1b	Reading Informational Texts: Summarizing a Text about the Rainforest 1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Guided Practice: Planning a Summary (25 minutes) B. Shared Writing: Writing a Summary (20 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework A. Summarize a new section or chapter from your independent reading book.	<ul style="list-style-type: none"> I can describe the structure of an informational text. (RI.5.5) I can summarize an informational text. (RI.5.2, W.5.2) 	<ul style="list-style-type: none"> Proposition and Support Structure: "Rainforests and Why They Are Important" graphic organizer (RI.5.5) Class Summary: "Rainforests and Why They Are Important" (RI.5.2, W.5.2) 	<ul style="list-style-type: none"> Rank-Talk-Write protocol Criteria for an Effective Summary anchor chart Close Readers: Do These Things anchor chart Working to Become Effective Learners anchor chart
Lesson 5 RI.5.1, RI.5.4, RI.5.5, RI.5.7, W.5.7, W.5.8, L.5.4	Reading Informational Texts: Comparing Texts about the Rainforest 1. Opening A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Comparing Informational Text Structures (20 minutes) B. Guided Practice: Rereading to Answer Research Questions (20 minutes) 3. Closing and Assessment A. Interactive Word Wall (10 minutes) 4. Homework A. Vocabulary. Follow the directions in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can compare the overall structure of two texts about the rainforest. (RI.5.5) I can make inferences about a text and cite evidence from the text to support my inferences, locating answers quickly and efficiently. (RI.5.7, W.5.7, W.5.8) 	<ul style="list-style-type: none"> Comparing Text Structures I graphic organizer (RI.5.5) Research: "Rainforests and Why They Are Important" note-catcher (RI.5.7, W.5.7, W.5.8) 	<ul style="list-style-type: none"> Rainforest Experiences anchor chart Comparing Text Structures anchor chart

Biodiversity in the Rainforest

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 6 RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.10, W.5.9, W.5.9b, L.5.4	Close Read: Pages 17–20 of <i>The Most Beautiful Roof in the World</i> 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: <i>The Most Beautiful Roof in the World</i> , Pages 17–20 (40 minutes) B. Describing Text Structure: <i>The Most Beautiful Roof in the World</i> , Pages 17–20 (10 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Summarize a new section or chapter of your independent reading book. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal. C. For ELLs: Complete the Language Dive 2 Practice in your Unit 1 homework.	<ul style="list-style-type: none"> I can make inferences about a text and cite evidence from the text to support my inferences. (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4) I can describe the structure of a text. (RI.5.5) 	<ul style="list-style-type: none"> Close Read: <i>The Most Beautiful Roof in the World</i>, Pages 17–20 note-catcher (RI.5.1, RI.5.2, RI.5.4, RI.5.5, L.5.4) Chronological Structure: <i>The Most Beautiful Roof in the World</i>, Pages 17–20 graphic organizer (RI.5.5) Exit Ticket: Comparing Text Structures (RI.5.5) 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Comparing Text Structures anchor chart Working to Become Effective Learners anchor chart
Lesson 7 RI.5.1, RI.5.2, RI.5.4, RI.5.5, W.5.2, W.5.2a, W.5.8, SL.5.1, SL.5.1b	Reading Informational Texts: Summarizing a Website about the Rainforest 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist: “Effects of Studying Rainforests” (15 minutes) B. Guided Practice: Planning a Summary (15 minutes) C. Independent Practice: Writing a Summary (15 minutes) 3. Closing and Assessment A. Comparing Informational Text Structures (10 minutes) 4. Homework A. Vocabulary. Follow the directions in your Unit 1 homework. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can summarize an informational text. (RI.5.2) I can compare the overall structure of two texts about the rainforest. (RI.5.5) 	<ul style="list-style-type: none"> Find the Gist and Unfamiliar Vocabulary: “Effects of Studying Rainforests” (RI.5.4, L.5.4) Cause and Effect Structure: “Effects of Studying Rainforests” graphic organizer (RI.5.5) Summary: “Effects of Studying Rainforests” (RI.5.2) Comparing Text Structures II graphic organizer (RI.5.5) 	<ul style="list-style-type: none"> Rank-Talk-Write protocol Close Readers Do These Things anchor chart Criteria for an Effective Summary anchor chart Working to Become Effective Learners anchor chart Comparing Text Structures anchor chart
Lesson 8 RI.5.2, RI.5.5, RI.5.10	Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (30 minutes) B. Research Reading Share (15 minutes) 3. Closing and Assessment A. Tracking Progress (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can summarize an informational text. (RI.5.2, RI.5.10) I can compare the overall structure of two texts about the rainforest. (RI.5.5, RI.5.10) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (RI.5.2, RI.5.5, RI.5.10) Tracking Progress: Reading, Understanding, and Explaining New Texts (RI/RI.5.1, 5.4, 5.10, L.5.4) 	<ul style="list-style-type: none"> Working to Become an Effective Learner anchor chart Working to Become Ethical People anchor chart Tracking Progress

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9 SL.5.1, SL.5.1a, SL.5.1b	Preparing for a Text-Based Discussion: Science Talk about Why Scientists Study the Rainforest 1. Opening A. Reviewing the Learning Target (10 minutes) 2. Work Time A. What Is a Science Talk? (10 minutes) B. Preparing Evidence and Questions for the Science Talk (35 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Review your Why Scientists Study the Rainforest: Preparing for a Science Talk note-catcher. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can prepare for a Science Talk about why scientists study the rainforest by identifying appropriate evidence from texts about the rainforest. (SL.5.1a, SL.5.1b) 	<ul style="list-style-type: none"> Why Scientists Study the Rainforest: Preparing for a Science Talk note-catcher (SL.5.1) 	<ul style="list-style-type: none"> Science Talk protocol Discussion Norms anchor chart Working to Become Effective Learners anchor chart
Lesson 10 SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d	Text-Based Discussion: Science Talk about Why Scientists Study the Rainforest 1. Opening A. Reviewing Learning Targets (5 minutes) 2. Work Time A. Preparing for a Science Talk (10 minutes) B. Conducting a Science Talk: Round I (15 minutes) C. Conducting a Science Talk: Round II (15 minutes) 3. Closing and Assessment A. Reflecting on Key Ideas and Drawing Conclusions (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can ask questions so I am clear about what is being discussed and to build my understanding of why scientists study the rainforest. (SL.5.1a, SL.5.1b, SL.5.1c) I can review the key ideas discussed and draw conclusions. (SL.5.1d) 	<ul style="list-style-type: none"> Participation in the Science Talk (SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d) Science Talk Notes and Goals (SL.5.1c, SL.5.1d) 	<ul style="list-style-type: none"> Science Talk protocol Fishbowl protocol Working to Become Effective Learners anchor chart Participating in a Science Talk anchor chart Discussion Norms anchor chart Working to Contribute to a Better World anchor chart
Lesson 11 RI.5.1, RI.5.2, RI.5.4, RI.5.7, W.5.7, W.5.8	Web Research: What Can We Do to Help the Rainforest? 1. Opening A. Engaging the Reader (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Modeling: Researching How to Help the Rainforest (15 minutes) B. Partner Work: Researching How to Help the Rainforest (20 minutes) 3. Closing and Assessment A. Exit Ticket (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.	<ul style="list-style-type: none"> I can research using several sources to answer the question: What can I do to help the rainforest? (RI.5.7, W.5.7, W.5.8) I can summarize information from a text. (RI.5.2, W.5.8) 	<ul style="list-style-type: none"> What Can I Do to Help the Rainforest? note-catcher (RI.5.7, W.5.7, W.5.8) 	<ul style="list-style-type: none"> Working to Contribute to a Better World anchor chart Working to Become Effective Learners anchor chart Criteria for an Effective Summary anchor chart

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 12</p> <p>RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8</p>	<p>End of Unit 1 Assessment, Part I: Web Research</p> <p>1. Opening A. Returning Mid-Unit 1 Assessments (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment, Part I: Web Research (40 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p> <p>4. Homework A. Read through your research notes from Lessons 10–11 to prepare for the Science Talk in Lesson 13. B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can research using several sources to answer the question: What can I do to help the rainforest? (RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8) I can summarize information from a text. (RI.5.1, RI.5.10, W.5.8) 	<ul style="list-style-type: none"> End of Unit 1 Assessment, Part I: Web Research (RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8) Tracking Progress: Research (W.5.7, W.5.8) 	<ul style="list-style-type: none"> Criteria for an Effective Summary anchor chart Working to Contribute to a Better World anchor chart Working to Become Effective Learners anchor chart Tracking Progress
<p>Lesson 13</p> <p>SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d</p>	<p>End of Unit 1 Assessment, Part II: Text-Based Discussion</p> <p>1. Opening A. Infer the Topic: The Challenges of Buying Ethically Sourced Products (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Conducting a Science Talk: Round I (15 minutes) B. Conducting a Science Talk: Round II (15 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can ask questions so I am clear about what is being discussed and to build my understanding of how we can help the rainforest. (SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d) I can review the key ideas discussed and draw conclusions. (SL.5.1d) 	<ul style="list-style-type: none"> End of Unit 1 Assessment, Part II: Text-Based Discussion (SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d) Tracking Progress: Collaborative Discussion (SL.5.1) 	<ul style="list-style-type: none"> Infer the Topic protocol Science Talk protocol Fishbowl protocol Tracking Progress Working to Contribute to a Better World anchor chart Participating in a Science Talk anchor chart Discussion Norms anchor chart Working to Become Effective Learners anchor chart

Accountable Independent Reading

The ability to read and comprehend texts is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across both components of this curriculum: module lessons and the Additional Language and Literacy block. Refer to the 5M2 Module Overview for additional information.

In this unit, students continue to follow the independent reading routines set up in Module 1. They select new texts based on the new topic for the module, read them independently for homework and engage in frequent research reading shares during the module lessons for accountability.

Supporting English Language Learners

The Meeting Students' Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), and some supports can serve a wide range of student needs. However, ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are specifically identified as "For ELLs" in the Meeting Students' Needs column.

- **Prioritizing lessons for classrooms with many ELLs:** To prepare for the Unit 1 assessments, consider prioritizing and expanding instruction in Lessons 2, 5-7, and 9-11, which build the routine or concepts of discussing text structure, close reading, summarizing, reading fluently, participating in a text-based discussion, and doing web research. If necessary, consider placing less focus and condensing instruction in Lessons 1, 3-4, and 8, which provide helpful background, practice, and repetition, but don't include as many different concepts. However, be sure to guide students through the optional Language Dive in Lesson 3.
- **Language Dives:** All students participate a Language Dive in Lesson 6. ELLs can participate in an optional Language Dive in Lesson 3. Many lessons also include optional Mini Language Dives for ELLs. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. Beginning in Module 2 and going forward, create a "Language Chunk Wall"—an area in the classroom where students can display and categorize the academic phrases discussed in the Language Dive. At the end of each Language Dive, students are invited to place the Language Dive sentence strip chunks on the Language Chunk Wall into corresponding categories, such as "Nouns and noun phrases" or "Linking language." Consider color-coding each category. Examples: blue for nouns and subjects; purple for pronouns; red for predicates and verbs; yellow for adjectives; and green for adverbs. See each Language Dive for suggested categories. Students can then refer to the wall during subsequent speaking and writing tasks. For more information on Language Dives and supporting ELLs, see the Module 1 Appendix.
- **Diversity and inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Some students may have ties to or experience with rainforests and Central and South America, the setting for the texts in this unit. Consider weaving this background into the curriculum. When discussing *The Most Beautiful Roof in the World*, help students understand that indigenous people have been living in the rainforest canopy for a long time. (See, for example, the Korowai tribe in Papua New Guinea.) Consider providing information about indigenous communities that live in and explore the forest canopy.
- **Conversation Cues:** Continue to encourage productive and equitable conversation using Goals 1 and 2 Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K-6*. Second Edition. Sausalito, CA: Math Solutions Publications). Refer to the Module 1 Appendix for the complete set of cues. Heightened language processing and development is a primary potential benefit for ELLs.

- **Strategic grouping:** As students are invited to pair up to research and take notes about rainforests throughout this unit, seriously consider matching ELLs to a partner who has greater language proficiency. The conversations that happen as a result of such strategic pairing will greatly serve the language development of both partners.
- **Language processing time:** Give ELLs sufficient time to think about what they want to say before they share with other students or write.
- **Text structure:** Students will receive explicit instruction on how to analyze and delineate the structures of different texts. This instruction is both critical and challenging for ELLs. Students may struggle to comprehend the content of the text while being asked to identify structure. Focus students on the graphic representations of each structure. Use color-coding and think-alouds to illuminate how structure communicates meaning.
- **Science Talks:** Students begin to explore discussion norms and to practice accountable talk protocols. ELLs may be challenged by this for cultural, linguistic, and social/emotional reasons. Participating in this kind of conversation can be overwhelming. Do whatever possible to create a supportive classroom environment in which students are rewarded for taking risks. Scaffold student participation by generously providing prompts and sentence frames.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.



Connections to the Additional Language and Literacy Block

- In the ALL Block for this unit, students focus on three components each day for 20 minutes each. The following is an outline of the work students complete in each component:
 - **Additional Work with Complex Text:** Students read an excerpt from *The Most Beautiful Roof in the World* and analyze the text for key details. They also analyze the meaning of a central metaphor in the text.
 - **Reading and Speaking Fluency/GUM:** Students read excerpts from *The Most Beautiful Roof in the World* aloud for fluency and accuracy.
 - **Writing Practice:** Students analyze summaries, review criteria for an effective summary, and write summaries of excerpts from *The Most Beautiful Roof in the World*.
 - **Word Study and Vocabulary:** Students analyze the suffixes *-ation/-ion/-ition/-tion*, and *-ology/-logy/-ologist* and analyze two vocabulary words containing those suffixes (using Prayer Models). They practice using each of the two words in context.
 - **Independent Reading:** Students build independent reading stamina of both research reading and free choice texts.

Preparation and Materials

- To assess RI.5.7 and W.5.8, students will need technology to access digital sources in their research. Connect with technology specialists in advance to secure the resources and expertise needed to support this work effectively.

Vocabulary Log

Students began a vocabulary log in Module 1 to collect new academic and domain-specific vocabulary. Students can continue to use the same vocabulary log for this module if they have pages left; however, they will need to start a new section for the domain-specific vocabulary from this module at the back of their vocabulary log. This could be done using flags or sticky tabs for each module.

Consider organizing both academic and domain-specific vocabulary as follows:

Word and Pronunciation	Definition	Translation and Cognate	Synonym or Antonym	Sketch/ Diagram/ Icon	Notes
What is the word and how do you say it?	What does it mean in your own words?	What is the translation in your home language?	What is a word that means the same thing? Or means the opposite?		(for example, collocations)

- Gather the following materials from Module 1 for use in this unit:
 - Close Readers Do These Things anchor chart
 - Working to Contribute to a Better World anchor chart
 - Working to Become Effective Learners anchor chart
 - Working to Become Ethical People anchor chart
 - World map
 - Discussion Norms anchor chart
 - Tracking Progress folders
 - Criteria for an Effective Summary anchor chart
 - affix list
 - vocabulary logs
- Note that the Participating in a Science Talk anchor chart is introduced in this unit and will be referenced throughout the module and school year.

Lesson 1: Discovering Our Topic: The Rainforest



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.



Daily Learning Targets

- I can infer the module topic and support my inferences with details and examples from the images and text. (RI.5.1, SL.5.1b)
- I can find the gist of a narrative nonfiction text. (RI.5.4, L.5.4)

Ongoing Assessment

- Participation in Infer the Topic protocol (RI.5.1, SL.5.1b)

Agenda

1. Opening

- A. Discovering Our Topic: Infer the Topic (20 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Introducing the Performance Task (5 minutes)
- B. Exploring the Text: *The Most Beautiful Roof in the World* (15 minutes)

3. Closing and Assessment

- A. Launching Independent Reading (15 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students participate in the Infer the Topic protocol to preview the texts for this unit and as a way to build schema on the topic of the rainforest (RI.5.1, SL.5.1b).

- At the end of Opening A, students co-create the Rainforest Experiences anchor chart. The purpose of this anchor chart is to promote diversity and inclusion and celebrate all backgrounds in the classroom. It is a way to get to know students on a thoughtful, more meaningful level in relation to rainforest countries, where some students' families may have lived or currently live. The chart can also be used to track how students' perception of their experience changes as the module progresses. It will be added to throughout the module as a way for students to activate background knowledge about what they already know about the rainforest, and as students reflect on what they have learned.
- In Work Time A, students consider the module guiding questions and performance task prompt to help focus their work (SL.5.1b). Refer to the full performance task in the Performance Task Overview for more information.
- In Work Time B, students explore the module anchor text, *The Most Beautiful Roof in the World*, and find the gist of an excerpt of this text. Students will use this text throughout the module to build their understanding of the rainforest and of narrative nonfiction texts (RL.5.4, L.5.4).
- 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.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads "The Dreaming Tree" in Work Times A and B and "A Walk in the Rainforest" in Work Time B.
- Throughout Module 1, students were introduced to Goals 1 and 2 Conversation Cues to promote productive and equitable conversation. Continue using Goals 1 and 2 Conversation Cues in this way, considering suggestions within lessons. Refer to the Module 1 Appendix for additional information on Conversation Cues.
- The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to the rainforest. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- Each unit in this module is accompanied by a Recommended Texts list with a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level. These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation. In this lesson, students browse and select one of these texts for reading throughout the unit.

How it builds on previous work:

- Students will continue to use their vocabulary log from Module 1 to collect new vocabulary in this module. As in Module 1, students will add new academic vocabulary to the front of the logbook and domain-specific vocabulary to the back of the book. You may wish to have students prepare the back of their books for the new module with a new section marked with flags or tabs.
- The Academic Word Wall will continue to be added to in this module. This is a permanent word wall that is added to across the year.

Assessment guidance:

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' discussions in Opening A (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather baseline reading fluency data from students' independent reading books in Closing and Assessment A (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) to gather baseline phonics and word recognition data from students' independent reading books in Closing and Assessment A (see Module 1 Appendix).

Down the road:

- In Unit 1, students focus on the first module guiding question. As students move into Units 2 and 3, they shift their focus to the remaining questions as they continue their study of the rainforest.
- *The Most Beautiful Roof in the World* is a narrative nonfiction text—it presents factual information in a narrative or story-like style. Because of this, it is used to address Reading: Informational Text standards in this unit and is used again in Unit 2 to address Reading: Literature standards dealing with style and narrative technique.

In advance:

- Review the Infer the Topic protocol. See Classroom Protocols.
- Review the Independent Reading: Sample Plans or prepare your own independent reading routine in preparation for launching independent reading in this lesson.
- Prepare:
 - Infer the Topic cards.
 - Module Guiding Questions anchor chart by writing the guiding questions for the module on chart paper (see Module Overview).
 - Rainforest Experiences anchor chart by writing the title on chart paper.
 - Performance Task anchor chart. See Performance Task Overview.
 - Prepare a small label: "*The Most Beautiful Roof in the World*" to attach to a pin and place on the world map. This must be large enough to see but not too large to cover up too much of the map.
- Post: Learning targets, Module Guiding Questions anchor chart, and Performance Task anchor chart.

- **Work Time B:** For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (www.naturalreaders.com), SpeakIt! for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.LA.1, 5.LA.3, and 5.LB.6.

Important points in the lesson itself

- The basic design of this lesson supports ELLs by giving students opportunities to build schema before reading.
- ELLs may find it challenging to make inferences. If students have trouble inferring, support them by first prompting them to make observations based on photographs or familiar text. Once students have made observations, ask:
 - “If that is true, what else do you think is true?”
 - “If you see a lot of trees, what else might there be?” (animals, forests, nature)

Levels of support

For lighter support:

- The Mini Language Dive during Work Time B guides students through expanding the meaning of a key sentence from *The Most Beautiful Roof in the World*. Consider challenging students to generate questions about the sentence before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.”
- Invite students to create the sentence frames during Work Time B for students who need heavier support. This will prompt students to generate more of their own syntax and content.

For heavier support:

- Provide a visual preview of the unit. Display examples of some of the work students will complete throughout the unit. Display a professional ebook and an example of a student-completed performance task.
- Prewrite topics on sticky notes for students. Provide them with the correct topic, as well as distractors. Example: Give a student sticky notes that say “Rainforests,” “Houses,” and “Monkeys,” each with quick illustrations. Instruct students to choose the sticky note with the correct topic written on it.
- Revisit academic vocabulary several times throughout the unit. Allow students to record any challenging words in their vocabulary logs.

Universal Design for Learning

- **Multiple Means of Representation:** As this is the first lesson in this unit, it is important to provide all students with the background knowledge that they need to access to achieve the learning targets. Offer multiple visual representations of rainforests and maps showing where they are located in the world. In addition, provide opportunities to orally discuss rainforests and what students observe in the visual representations. Similarly, provide students with visual examples of nonfiction narratives. (Example: Bring in examples of other nonfiction narratives students have read in past units or other content areas.) Provide time and space to discuss the characteristics of these texts. Finally, visually display a map of this unit so students understand how they will use the knowledge and skills that they are developing to produce an ebook.
- **Multiple Means of Action and Expression:** Students' background knowledge on rainforests will vary. Some may need additional support making inferences if they have minimal background knowledge. During the Infer the Topic protocol, consider offering prewritten sticky notes to help those who are less familiar with the rainforest so that they can still participate in the activity.
- **Multiple Means of Engagement:** Build excitement about this unit by helping to make rainforests relevant to students. Connect the environmental issues associated with rainforests to larger narratives involving sustainability that may hit closer to home (e.g., pollution, deforestation, littering, etc.). Preview for students that they will research these topics and propose solutions that they can actually do themselves.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- inferences, rainforest, narrative nonfiction text (L)
- specialty, canopy, approximately, affects, conservation, solution, retain, pluck, inflatable, found, peered, occasional, occurs, obstacles, however (T)

Materials

- ✓ Sticky notes (one per student)
- ✓ Infer the Topic cards (one card per student; see supporting materials)
- ✓ Rainforest Experiences anchor chart (new; co-created with students during Opening A; see Teaching Notes)
- ✓ Module Guiding Questions anchor chart (new; teacher-created; see Teaching Notes)
- ✓ Performance Task anchor chart (new; teacher-created; see Performance Task Overview)
- ✓ World map (from Module 1)
- ✓ Pin and label (see Teaching Notes; one for display)
- ✓ *The Most Beautiful Roof in the World* (one per student and one to display)
- ✓ Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)

Opening

A. Discovering Our Topic: Infer the Topic (20 minutes)

- Build up excitement for this module and unit by explaining that today students will begin learning about a new topic that they will study and write about over the next several weeks.
- Tell students they will use the Infer the Topic protocol to make inferences about their new topic of study. Using a total participation technique, ask:
“What does it mean to make inferences?” (You use what you know and what the text says or image shows to figure out something that isn’t specifically said.)
- Distribute **sticky notes**.
- Display the **Infer the Topic cards** and invite students to select a card and record their inference about the new topic of study on their sticky note.
- Invite students to mingle about the room and stop when prompted, facing a partner.
- Give students 1 minute to share their card with their partner, discuss, and record a new inference (or revise the original one) on their sticky note about the upcoming topic of study.
- Then, invite students to mingle again, this time with their partner, and stop when prompted, facing another set of partners.
- Invite students to share their cards and inferences with their partners, discuss, and make a new inference (or revise a previous one) on their sticky note about the upcoming topic of study.
- Gather students whole group.
- Invite students to display their card for all to see. Select volunteers to share their cards and inferences about the upcoming topic.
- Validate student responses and explain that they will be studying the rainforest throughout this module. Tell students that a rainforest is a dense forest in tropical areas that receives abundant rainfall throughout the year.
- Invite students to Think-Pair-Share:
“What do you already know about the rainforest?”
- If productive, cue students to listen carefully:
“Who can repeat what your classmate said?” (Responses will vary.)
- Capture patterns in student responses on the **Rainforest Experiences anchor chart**.

Meeting Students’ Needs

- For ELLs and students who may need additional support with new vocabulary: Say: “The words make and inferences are often used together as a phrase and can be learned as a phrase. For example, I can make inferences about the story.” Point out that another way to say make an inference is to infer. (MMR)
- For ELLs and students who may need additional support with reading: If students are overwhelmed by the language on the Infer the Topic cards, encourage them to locate one or two words they recognize on the card or words that are repeated. Encourage them to think about what they might infer about the topic based on just those words. (MMAE)

- For ELLs and students who may need additional support with comprehension:
 - Model and think aloud making an inference based on a sample card. Say: “Hmmm ... this doesn’t say what it’s about, but I see this word again and again. Maybe that’s a clue.” (MMR)

Opening

B. Reviewing Learning Targets (5 minutes)

- Display the **Module Guiding Questions anchor chart**. Invite students to chorally read each question aloud with you.
- Invite students to focus on the question:
 - *“Why do people study and write about the rainforest?”*
- Explain that in this unit, they will build background knowledge about the rainforest. Using a total participation technique, invite responses from the group:
 - *“How can we build background knowledge about a topic?” (We can read about the topic; we can research the topic.)*
- Direct students’ attention to the learning targets and read them aloud:
 - *“I can infer the module topic and support my inferences with details and examples from the images and text.”*
 - *“I can find the gist of a narrative nonfiction text.”*
- Underline the words narrative nonfiction text in the second target and explain that narrative means written like a story, and nonfiction means a text that presents information. So, a narrative nonfiction text is a text that presents factual information in a narrative or story-like style.
- Add any new academic vocabulary to the permanent Academic Word Wall (from Module 1). Invite students to write the home-language translations of academic or domain-specific words in a different color on the Word Wall next to the target vocabulary.
- Have students give a quick thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they understand today’s learning targets.

Meeting Students’ Needs

- For ELLs and students who may need additional support with new vocabulary:
 - Write the word rainforest on the board and display a picture of a rainforest. Ask:
 - *“What two words do you see in rainforest?” (rain and forest)*
 - *“What does that make you think a rainforest might be?” (Responses will vary.) (MMR)*
- For ELLs and students who may need additional support with comprehension:
 - Check for comprehension by cold-calling students and asking them to define narrative nonfiction in their own words. Ask a student who seems confident with the definition first and then ask a student who may need more support to rephrase what his or her classmate said. Rephrase and discuss the genre as necessary. (Example: “Narrative nonfiction is written like a story, but it is a true story.”) (MMR)

Work Time

A. Introducing the Performance Task (5 minutes)

- Draw students' attention to the **Performance Task anchor chart** and read the prompt aloud. Tell them that throughout the unit, they will read and write in order to build knowledge about the rainforest. Explain that they will use what they learn about the rainforest to create the ebook in Unit 3.
- Tell students that when authors write about a new topic, they need to first build background knowledge about the topic. In this unit, they will read and summarize informational texts and research the rainforest so they can accurately and knowledgeably write about the rainforest later in the module.

Meeting Students' Needs

- Build excitement and anticipation for the unit by telling students that they will become rainforest experts and then get to share their knowledge by creating their ebook. Consider previewing the environmental issues associated with rainforest sustainability. Tell students they will get to research and problem-solve this topic. (MME)

Work Time

B. Exploring the Text: *The Most Beautiful Roof in the World* (15 minutes)

- Display the cover of *The Most Beautiful Roof in the World*.
- Tell students that they will each receive a copy of this book to use throughout the module to learn about the rainforest.
- Tell students that they are going to spend the next few minutes looking through this book to get an idea of some of the information they might find in it. They might choose to look at the pictures or read some of the words.
- Distribute *The Most Beautiful Roof in the World* to each student. Invite them to take 3 minutes to flip through the pages to see what they notice.
- Invite students to notice the rainforest studied in this book and locate it on the world map.
- Ask:

"This rainforest is called Blue Creek Rainforest Reserve, and it is in the country Belize. That's near Guatemala in Central America. Is this rainforest in or near anyone's home country?"
- Add the pin and label to Belize on the world map.
- Then invite students to Think-Pair-Share:

"What is one interesting photograph or idea you read when flipping through the text?"
- Explain that this book is about a real rainforest scientist, Meg Lowman. Remind students that it is a narrative nonfiction text, so it is written like a story, but all of the information in the book is factual, or true.
- Invite students to turn to page 2 and follow along as you read the title of this section, "Pioneer in the Rainforest," and the section aloud.

- After reading the section, ask:
“What is a pioneer?” (somebody who is the first to explore a new place)
- Using a total participation technique, invite responses from the group:
“What is the gist of this part of the text? What is it mostly about?” (It introduces Meg Lowman, a rainforest scientist.)
“Are there any words whose meanings you don’t know? What are they?” (Responses will vary.)
“What do you notice about the photographs on pages 1 and 2?” (Responses will vary.)
- Repeat this process for pages 5–10 of *The Most Beautiful Roof in the World*.
- Tell students that they will have a chance to read other excerpts from this book throughout the module.
- Help students understand that pioneer in this context does not mean that scientists like Meg Lowman are the first people to explore the rainforest canopy, as there are many indigenous communities in the rainforest, including communities that live in the canopy. Explain that by pioneers, the author means that they are the first to study the rainforest canopy from U.S. society to share the information, and that it is still a newly discovered continent for U.S. society. Provide the example that the Korowai tribe in Papua New Guinea was living in the canopy long before Meg Lowman began researching. They are an example of local people who have been exploring, experimenting, building technology, and living in the canopy for many years.
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

Meeting Students’ Needs

- For ELLs and students who may need additional support with expressive language: Provide sentence frames to support Think-Pair-Share discussion. Examples:
“This photograph is interesting because _____.”
“This makes me wonder _____.”
“This sentence made me think about _____.” (MMR, MMAL)
- For ELLs: Mini Language Dive. Ask students about the meaning of the chunks of a key sentence from *The Most Beautiful Roof in the World*; Write and display student responses next to the chunks. Examples:
“Place your finger on ‘For a human being, ascending to the canopy is not easy.’
“What does canopy mean, according to the text? (the top of the rainforest)
“What is canopy in our home languages?” (baldachim in Polish) Invite all students to repeat the translation in a different home language.
“What is another meaning of canopy? You can use your dictionaries.” (a cover to provide shelter)
“What else is a cover to provide shelter?” (a roof)
“Now look at the title of the book. What is the most beautiful roof in the world?” (the rainforest canopy)

“What do you think ascending to the canopy means?” (climbing)

“Why isn’t it easy to climb to the top of the trees?” (It is high. It is dangerous. You have to be strong.)

“For whom in particular is it not easy? How do you know?” (for people; because it says for human beings in the beginning of the sentence) Draw an arrow from is not easy to For human beings.

“Can you say this sentence in your own words?” (It is hard for people to climb to the top of trees.)

Closing and Assessment

A. Launching Independent Reading (15 minutes)

- Launch independent reading. Refer to the **Independent Reading: sample Plan** to guide students through selecting books, or use your own routine.

Meeting Students’ Needs

- Consider providing additional time for students to browse and select a text for reading. (MMAE)
- Assist students in selecting books that are both interesting and at their independent reading level. Encourage students to read aloud selections from their books and give a one-sentence summary of what they read. If students are unable to complete these two steps, then encourage them to choose another text. (MMAE)
- For ELLs: Encourage students to choose books even if the vocabulary is difficult. They can practice inferring the meaning of unfamiliar words and determining the gist.

Homework

A. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students’ Needs

- For ELLs: For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 4 or 6, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters.

Lesson 2: Reading Informational Texts: Describing Text Structure



CCS Standards

- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").



Daily Learning Targets

- I can describe the structure of a text. (RI.5.5)
- I can analyze a summary and explain how it is effective. (RI.5.2)

Ongoing Assessment

- **Problem and Solution Structure:** *The Most Beautiful Roof in the World*, Pages 9–10 graphic organizer (RI.5.5)
- Participation in analysis of model summary (RI.5.2)
- **Finding the Gist and Unfamiliar Vocabulary:** *The Most Beautiful Roof in the World*: "Out of the Shadow and into the Light" (RI.5.4, L.5.4)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Describing Text Structure: *The Most Beautiful Roof in the World*, Pages 9–10 (20 minutes)
- B. Analyzing a Model Summary (15 minutes)

3. Closing and Assessment

- A. Reading for Gist: *The Most Beautiful Roof in the World*, Pages 11–26 (20 minutes)

4. Homework

- A. Vocabulary. Follow the directions in your Unit 1 homework.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students are introduced to text structure through rereading an excerpt from *The Most Beautiful Roof in the World*. They use a graphic organizer to describe the structure of the excerpt and use a model summary of this excerpt to build on their understanding of effective summaries. Students also read a new section from *The Most Beautiful Roof in the World* for gist, in preparation for a close reading of an excerpt from this section in the next lesson (RI.5.2, RI.5.4, RI.5.5, RI.5.10, W.5.9b).
- In Closing and Assessment A, refer to the Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World*: “Out of the Shadow and into the Light (answers, for teacher reference; see supporting materials). Words students are likely to be unfamiliar with have been included in the Unfamiliar Vocabulary column, with accompanying definitions provided in the Meaning column; however, these words may vary based on students.
- Students practice their fluency in this lesson by following along and reading silently as the teacher reads *The Most Beautiful Roof in the World* in Work Time A and by reading this text with a partner in Work Time A and Closing and Assessment A.
- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is collaboration, as they work in pairs to compare the graphic organizer.

How it builds on previous work:

- Students previewed *The Most Beautiful Roof in the World* and began to build background knowledge about the rainforest in Lesson 1.

- This lesson builds on students' understanding of effective summaries from Module 1. In Module 1, students focused on writing about the main idea and details in their summaries. Throughout this unit, students build on that skill by learning how the structure of the text influences the way a summary is written.
- Continue to use Goals 1 and 2 Conversation Cues to promote productive and equitable conversation.

Assessment guidance:

- Review students' Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 graphic organizer to ensure that they understand how to determine the problem described in a text and find solutions for the problem.

Down the road:

- Students will continue reading informational texts about the rainforest, analyzing the structure and summarizing these texts. They will use their analyses of the structures to compare the structure of one text to another.
- Students will closely read excerpts of "Out of the Shadow and into the Light" from *The Most Beautiful Roof in the World* in Lessons 3 and 6.
- In Work Time B, students analyze a summary of pages 9–10 of *The Most Beautiful Roof in the World*, thinking about what makes it an effective summary. They use this analysis as they practice writing summaries of informational texts throughout the first half of the unit.

In advance:

- Prepare the Comparing Text Structures anchor chart (see supporting materials).
- Post: Learning targets, Comparing Text Structures anchor chart, Working to Become Effective Learners anchor chart, Close Readers Do These Things anchor chart, and Criteria for an Effective Summary anchor chart.

Technology & Multimedia

- Work Time A and Closing and Assessment A: Students complete their graphic organizers in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Closing and Assessment A: For students who will benefit from hearing the text read aloud multiple times, consider using a text-to-speech tool like Natural Reader (<http://www.naturalreaders.com>), SpeakIt! for Google Chrome, or the Safari reader. Note that to use a web-based text-to-speech tool like SpeakIt! or Safari reader, you will need to create an online doc, such as a Google Doc, containing the text.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.LB.6, 5.LB.8, 5.IC.11, and 5.IIA.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to consider passages of text more than once to more thoroughly comprehend content and structure.
- ELLs may find it challenging to jump back and forth between the skills of summarizing and analyzing text structure. Make the distinction between these two learning targets clear by regularly checking for comprehension by cold calling students and asking them to put summary and problem/solution structure in their own words.

Levels of support

For lighter support:

- During Work Time A, consider inviting students to work as the expert in home language groups with students who need heavier support. The expert can use their home language to explain text structure and the Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 Graphic Organizer, and then transition to English.
- For Closing and Assessment A, invite students to prepare sticky notes with prewritten words or drawings based on the gist of the text. As students who need heavier support listen to the story, they can match the gist represented on the sticky notes with each part of the read-aloud.

For heavier support:

- Consider both previewing and reviewing the anchor charts before and after each Work Time session. Framing each session with the skills students will use to process the content, such as summarizing and text structure, may allow them to more easily contextualize the information.
- Provide extra time for students to reread and add new words to their vocabulary logs.
- For Work Time A, create prewritten sticky notes with problems and solutions. As a class, invite students to place the sticky notes in the correct place on the Problem and Solution Structure graphic organizer. (Example: A sticky note that says “new technology” would go in the solutions box.)
- During the reading for gist, distribute a partially filled-in copy of the Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 Graphic Organizer. This provides students with models for the kind of information they should enter, while relieving the volume of writing required.

Universal Design for Learning

- **Multiple Means of Representation:** Facilitate comprehension of what a summary is and how to summarize by breaking the word summary into a less complex word like sum. Relate it to math and the meaning of a sum. This will help students generalize vocabulary across subjects. Furthermore, provide simplistic examples of summary by relating it to their everyday lives. Have students practice as you introduce the lesson so that they can build on this understanding throughout the lesson.
- **Multiple Means of Action and Expression:** The learning targets for this lesson include being able to describe the structure of a text and to identify the gist. Provide students with

prewritten sticky notes to help them complete the Problem and Solution Structure and Finding the Gist and Unfamiliar Vocabulary graphic organizers. This ensures that students who may need additional support with writing or fine motor skills will be able to engage in the learning task rather than getting stuck at the writing phase.

- **Multiple Means of Engagement:** Whenever possible, provide students choice for demonstrating their learning (e.g., multiple versions of graphic organizers with various scaffolds such as writing lines so that students can select the graphic organizer that best suits their needs). Consider offering choice in how students complete the graphic organizer (e.g., using sticky notes or completing it on the computer using a word processor).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- structure, summary (L)
- rainforest canopy, occasional, occurs, obstacles, however (T)

Materials

- ✓ *The Most Beautiful Roof in the World* (from Lesson 1; one per student and one for display)
- ✓ Comparing Text Structures anchor chart (new; teacher-created; see supporting materials)
- ✓ Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 graphic organizer (one per student and one to display)
- ✓ Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 graphic organizer (answers, for teacher reference)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Summary: *The Most Beautiful Roof in the World*, Pages 9–10 (one per student and one to display)
- ✓ Criteria for an Effective Summary anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World*: “Out of the Shadow and into the Light”
- ✓ Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World*: “Out of the Shadow and into the Light” (answers, for teacher reference)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select volunteers to read them aloud:

"I can describe the structure of a text."

"I can analyze a summary and explain how it is effective."

- Circle the word structure in the first target. Tell students that they may not be familiar with the meaning of this word yet, but they will be by the end of the lesson.
- Circle the word summary and explain that a summary is a short explanation of something that has been read, viewed, or heard.
- Add any new academic vocabulary to the permanent Academic Word Wall (from Module 1). Invite students to write the home-language translations of academic or domain-specific words in a different color on the Word Wall next to the target vocabulary.

Meeting Students' Needs

- For ELLs and students who may need support with comprehension: Point out the word sum within the word summary. Ask:
 - "What is the meaning of the math word sum?" (a set of values added together)*
 - "How do the words sum and summary mean similar things?" (When we write a summary, we put everything we read or heard together into a short explanation, just like adding things together.) (MMR)*
- For ELLs and students who may need support with comprehension: Illustrate the concept of a summary by speaking in detail about an event, such as cooking dinner or watching a soccer game. Then invite students to give a summary of what was described. Provide an example if needed. (MMR)

Work Time

A. Describing Text Structure: *The Most Beautiful Roof in the World*, Pages 9–10 (20 minutes)

- Invite students to take out their copy of *The Most Beautiful Roof in the World* and remind them that they read excerpts from the first section of this text in the previous lesson. Tell students they will be working with this text throughout the module to learn more about the rainforest and what scientists do there.
- Display pages 9–10. Invite students to read along silently in their heads as you read page 9 aloud.
- Using a total participation technique, invite responses from the group:
 - "What words and phrases does the author use to describe the rainforest canopy?" ("brilliantly lit," "noisy with bird life and the chatterings of monkeys," "the 'powerhouse' of the rainforest," "where rainforest life begins")*
 - "Ascending means to climb or rise. In your own words, tell an elbow partner what this sentence helps you to understand about the rainforest canopy: 'For a human being, ascending to the canopy is not easy.'" (It's difficult for people to climb to the canopy.)*
 - "The author writes, 'Yet for years it remained out of reach.' Why was the canopy out of reach? What words in the text make you think so?" (The canopy is very high up in the rainforest and was hard for scientists to get to, and there were many obstacles in the way; "... ascending the canopy is not easy," "There is so much to conquer: gravity, stinging ants,*

rotten trunks, and thorns,” “For years rainforest scientists stood in the deep shadows on the forest floor, looking up ...”

- Invite students to whisper-read page 10 with an elbow partner.
- Using a total participation technique, invite responses from the group:
 - “On page 9, the author wrote that for years scientists were not able to climb into the canopy. Why are scientists now able to work in the canopy?” (Better technology has been developed.)
 - “What words and phrases does the author use to describe the scientists who study the canopy?” (strong, fearless, physically fit, smart, hard-working, skillful, pioneers)
 - “What is the main idea of page 9? What is the main idea of page 10?” (Page 9: The canopy is important but hard to explore; Page 10: Scientists are now able to study the canopy but must be strong, smart, and hard-working to do so.)
 - “How does the information on page 10 connect to the information on page 9?” (On page 9, the author described why studying the canopy is difficult, and on page 10 the author explained how scientists solved this problem.)
- If productive, cue students to expand the conversation by saying more, and to listen carefully and seek to understand:
 - “Can you say more about that?” (Responses will vary.)
 - “Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Direct students’ attention to the **Comparing Text Structures anchor chart**. Select a volunteer to read the sentence at the top:
 - “Text structure is how information or ideas are organized in a text.”
- Tell students that understanding a text’s structure can help a reader understand the purpose of the text and how parts of a text relate to each other. Point out this bullet on the anchor chart. Remind students that as they reread pages 9–10, they thought about how the paragraphs related to each other.
- Select volunteers to read the bullets at the bottom of the chart under Types of Text Structures.
- Using a total participation technique, invite responses from the group:
 - “What is the structure of this excerpt? How is the information organized?” (problem/solution; it tells about the problem of studying the canopy and gives one or more ways scientists have solved this problem)
- Display and distribute the **Problem and Solution Structure: The Most Beautiful Roof in the World, Pages 9–10 graphic organizer**. Tell students that throughout this unit, they will use various graphic organizers to help them analyze the structure of texts.
- Tell students that with this organizer, created for texts that follow a problem/solution text structure, they will write the problem in the top box and solutions to the problem in the bottom box. Invite students to write the problem in the top box (the rainforest canopy is difficult to study). Refer to the **Problem and Solution Structure: The Most Beautiful Roof in the World, Pages 9–10 graphic organizer (answers, for teacher reference)** as necessary.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind students that because they will be working together in pairs, they need to be conscious of working effectively with others.
- Invite students to take their graphic organizer and move to sit with a partner.

- Invite pairs to begin working to complete the solution box on their graphic organizer. Explain that in this box, they should write ways scientists have solved or overcome the problem, according to the text.
- Circulate to support students as they work.
- Refocus whole group and select volunteers to share solutions they recorded with the group.

Meeting Students' Needs

- For ELLs: Describing text structure can be cognitively and linguistically demanding. To ease the linguistic demands, invite students to form home language groups to first discuss the text structure and Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 Graphic Organizer. Students who do not have a home language in common can be given additional time to think or write a reflection in their home language. Given the initial time to reflect and discuss in their home language, students can then discuss in English.
- For ELLs and students who may need support with comprehension: Create a word web on the board to visually represent the ways in which the rainforest canopy is described. Draw quick illustrations to represent each description or invite students to do so. (Example: Next to “noisy with bird life,” draw a small bird chirping.) (MMR)
- For ELLs and students who may need support with comprehension: Consider introducing the Comparing Text Structures anchor chart and the Problem and Solution Structure graphic organizer before reading the text excerpt. Complete part of the graphic organizer as a class while reading pages 9–10. Students will be more prepared to focus their attention on relevant information and to complete the graphic organizer independently. (MMAE)
- For students who may need additional support with fine motor skills: Include lines in the problem and solution boxes to make it easier for students to write neatly. (MMR, MME)

Work Time

B. Analyzing a Model Summary (15 minutes)

- Tell students that now they will see a summary of pages 9–10 of *The Most Beautiful Roof in the World* and think about what makes the summary effective.
- Ask students to Think-Pair-Share:
 - “What were the main ideas of pages 9–10 of *The Most Beautiful Roof in the World*? (The canopy is important but hard to explore. Scientists are now able to study the canopy but must be strong, smart, and hard-working to do so.)
 - “What details did you hear to support the main idea? (There are many natural obstacles, like stinging ants, rotten trunks, and thorns; scientists have developed new technology to overcome the obstacles.)
 - “How might you paraphrase these pages? (Responses will vary, but may include ideas like “The rainforest canopy is important, but there are many natural obstacles in exploring it. Scientists have developed new technology to overcome the obstacles.”)

- Display and distribute **Summary: *The Most Beautiful Roof in the World*, Pages 9–10** and explain that this is a summary of the pages they read earlier in the lesson.
- Invite students to read the summary silently in their heads as you read it aloud for the whole group.
- Ask students to Think-Pair-Share:

“Consider what you read when you analyzed the structure of this passage with the information in the summary. What do you notice about the summary?” (Responses will vary, but may include: The summary is short and concise, or the summary tells the author’s main idea(s).)
- If productive, cue students to listen carefully and seek to understand:

“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- As students share out, connect their responses to the characteristics on the **Criteria for an Effective Summary anchor chart**. Focus students on the way the problem and solution structure of the text forms the basis of the summary.
- Ask students to Think-Pair-Share:

“How is this summary similar to the summaries from Module 1? How is it different?” (Responses will vary but may include: Like the summaries in Module 1, this summary is short and tells the author’s main ideas. This summary is different because it tells about the problem described in the text and gives some solutions.)

Meeting Students’ Needs

- For ELLs and students who may need support with new vocabulary: Encourage students to look up any unfamiliar words from the summary in their vocabulary logs or dictionaries. (MMAE)
- For ELLs and students who may need support with receptive language: Rephrase and clarify the question “What do you notice about the summary?” to help elicit successful responses. Examples:

“Did the summary have a lot of detail?”

“How long did it take to read the summary, compared with pages 9 and 10?” (MMR)

Closing and Assessment

A. Reading for Gist: *The Most Beautiful Roof in the World*, Pages 11–26 (20 minutes)

- Explain that now students will read a new section from *The Most Beautiful Roof in the World* for the gist. In later lessons, they will reread excerpts from this section more closely, thinking about the main ideas and the structure of the excerpts.
- Invite students to turn to page 11 of *The Most Beautiful Roof in the World*. Read pages 11–26 aloud for students without stopping, as they read along silently in their heads.
- Using a total participation technique, invite responses from the group:

“What is the text about?” (Responses may vary, but could include that it is about Meg climbing up into the canopy and what she sees there.)
- Post and review the **Close Readers Do These Things anchor chart**.

- Tell students that the text is challenging and may have unfamiliar words. Reassure them that just like when they read other texts this year, they are not expected to understand it fully the first time. Remind them that one key to being a strong reader of difficult text is being willing to struggle.
- Distribute and display **Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World: “Out of the Shadow and into the Light.”*** Tell students that they can draw or write in the Gist column. These are just notes to help them remember what each excerpt is mostly about.
- Display pages 11–12 of *The Most Beautiful Roof in the World*. Invite students to follow along, chorally reading with you, as you read page 12 aloud.
- Using a total participation technique, invite responses from the group:
 - “What is the gist of this part of the text? What is it mostly about?” (*It’s describing Blue Creek, a rainforest in Central America.*)
 - “Are there any words whose meaning you don’t know? What are they?” (*Responses will vary.*)
 - “Choose a word you are unsure about the meaning of. Which strategy would be most effective in determining the meaning of that word?” (*Responses will vary.*)
- Repeat this process as you read the remainder of the section (pages 13–26). Refer to the **Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World: “Out of the Shadow and into the Light.”*** (answers, for teacher reference) as necessary. Add any new words to the academic word wall and domain-specific word wall and invite students to add translations in native languages.

Meeting Students’ Needs

- For ELLs: Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, helping to interpret the story and determine gist.
- Provide differentiated mentors by purposefully preselecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner. (MMAE)
- For ELLs and students who may need support with memory: Review the meaning of gist. Remind students that their goal is to understand what the story is mostly about and that it is okay if there are parts they don’t quite understand yet. (MMR)
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.

Homework

A. Vocabulary. Follow the directions in your Unit 1 homework.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

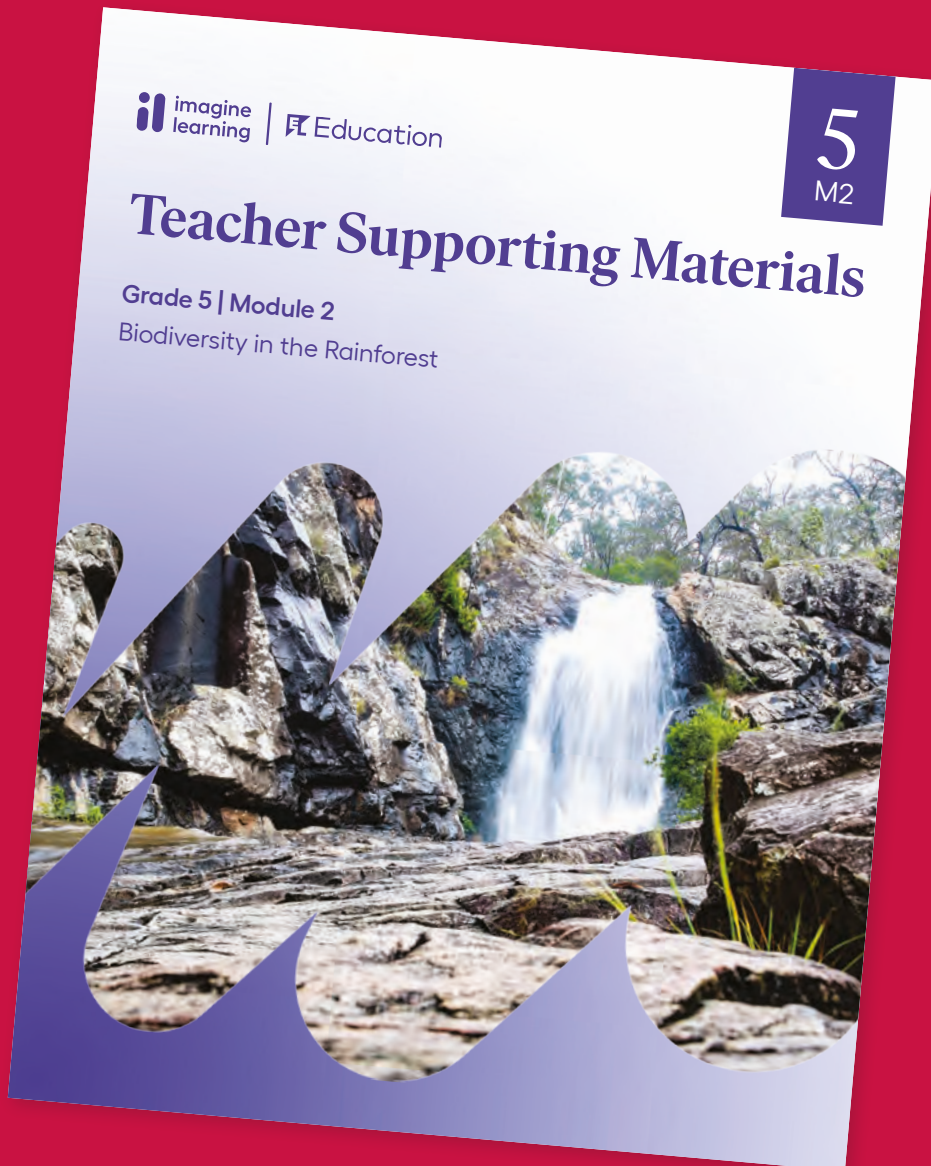
Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (For all homework assignments in this unit, read the prompts aloud. Students can discuss and respond to prompts orally, either with you, a partner, family member, or student from Grades 4 or 6, or record an audio response. If students have trouble writing sentences, they can begin by writing words. Consider providing a sentence starter or inviting students who need lighter support to provide sentence starters.) (MMAE, MMR)



Education

Module Teacher Supporting Materials Sample



Infer the Topic Cards

(For Teacher Reference)

Directions: On construction paper or cardstock, create the cards according to the directions below so that there is one card per student. Some students may have duplicate cards.

Infer the Topic Card 1	Bookmark page 5 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 2	Bookmark page 6 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 3	Bookmark pages 9–10 of <i>The Most Beautiful Roof in the World</i> with a sticky note, covering up the text on these pages.
Infer the Topic Card 4	Bookmark page 11 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 5	Bookmark page 12 of <i>The Most Beautiful Roof in the World</i> with a sticky note, covering up the text on the page.
Infer the Topic Card 6	Bookmark page 18 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 7	Bookmark page 21 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 8	Bookmark page 32 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 9	Bookmark page 38 of <i>The Most Beautiful Roof in the World</i> with a sticky note.
Infer the Topic Card 10	Write the following quote from <i>The Most Beautiful Roof in the World</i> , page 9: "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."
Infer the Topic Card 11	Write the following quote from <i>The Most Beautiful Roof in the World</i> , page 12: "The rainforest is a timeless, uncharted world, where mysteries abound and new or rare species appear like undiscovered islands."
Infer the Topic Card 12	Write the following quote from <i>The Most Beautiful Roof in the World</i> , page 12: "It is the very diversity of the rainforest that allows life to thrive everywhere, to spring back with a rush of opportunistic species to fill the gaps."
Infer the Topic Card 13	Write the following quote from <i>The Most Beautiful Roof in the World</i> , page 17: "There is a sudden dark streak against the sky. Two spider monkeys spring through the branches. They move in fluid loops and arcs, dancing in a tangled rhythm as they alternately grasp with hands, feet, and tail."

Infer the Topic Card 14	Write the following quote from <i>The Most Beautiful Roof in the World</i> , page 25: "There is a blur of movement in the corner of Meg's eye. A sudden dark design appears from deep within the bromeliad. It is a tarantula. It bristles at this disturbance, climbs toward the bark of the tree, and comes to rest like black embroidery against the bright green leaves."
Infer the Topic Card 15	Write the following quote from <i>The Most Beautiful Roof in the World</i> , page 39: "She has been a scientist working in the field for so long that her first instinct is always to balance the collection of good data with conservation of an unknown species. It is natural curiosity that makes her a scientist, but it is responsible collecting for identification that makes her a <i>good</i> scientist."
Infer the Topic Card 16	Use technology to access the web page "Rainforests and Why They Are Important": http://curriculum.eleducation.org/content/5m2u1/Rainforests . Write the following quote from the web page: "Tropical rainforests are thought to contain around 50% of all the Earth's species of plants and animals, though they cover only about 6% of the land surface."
Infer the Topic Card 17	Use technology to access the web page "Rainforests and Why They Are Important": http://curriculum.eleducation.org/content/5m2u1/Rainforests . Write the following quote from the web page: "It should not be surprising that the people who understand rainforests best are those whose cultures were shaped by them, the indigenous peoples of the tropical rainforests."
Infer the Topic Card 18	Use technology to access the web page "Natural Threats to Rainforests": http://rainforests.mongabay.com/0802.htm . Write the following quote from the web page: "From the surviving remnants of the ecosystem, the forest can usually rapidly regenerate. Within a few years, the forest diversity can return to or exceed the diversity that existed before the disturbance."
Infer the Topic Card 19	Use technology to access the web page "Natural Threats to Rainforests": http://rainforests.mongabay.com/0802.htm . Write the following quote from the web page: "Natural forest fires occur in rainforests, despite their humid nature. Generally, when forest burns in smaller fires, ground vegetation, shrubbery, saplings, and smaller trees are eradicated, while the larger canopy species are spared. The fire has the effect of clearing the forest floor and weaker trees, thus allowing new growth."

Comparing Text Structures Anchor Chart

RI.5.5

(For Teacher Reference)

Directions: Write the following on a piece of chart paper before this lesson. Leave space under "What is text structure?" to add an additional bullet later in the unit.

What is text structure?

Text structure is how information or ideas are organized in a text.

- Understanding a text's structure can help a reader understand the purpose of a text and how parts of a text relate to each other.

Types of Text Structures:

- problem/solution: gives evidence of a problem and one or more ways to solve it
- description: tells the characteristics of a topic
- proposition/support: states a main idea or claim and gives details or evidence to support it
- chronological/sequential: relates a sequence of events or steps in a process
- cause/effect: explains the reason something is happening and what happened as a result
- comparison: explains how two things or ideas are the same/different

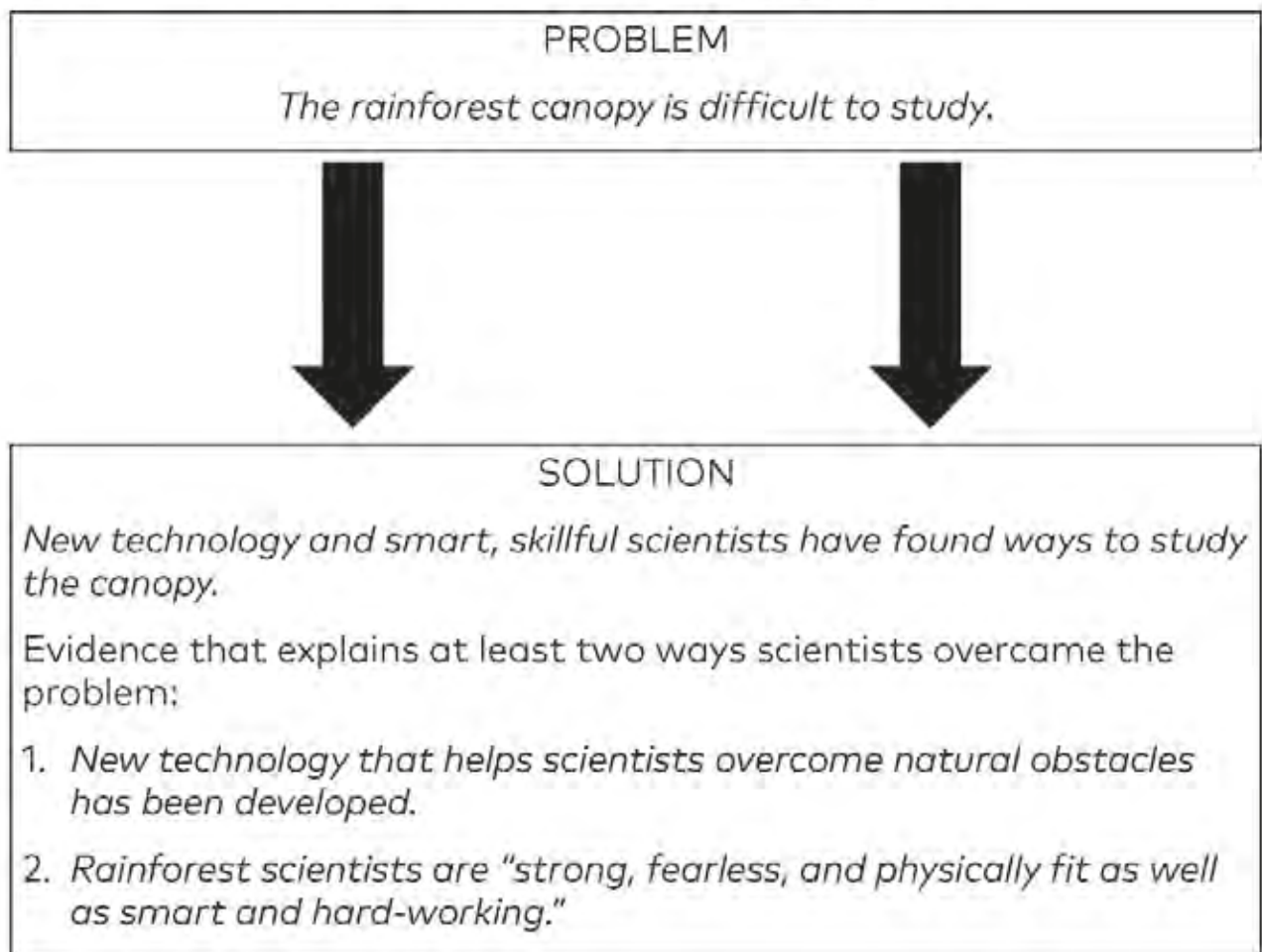
Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 Graphic Organizer

RI.5.5

(Answers, for Teacher Reference)

***How does the way a text is structured support our understanding of complex ideas?**

Text: *The Most Beautiful Roof in the World* pages 9–10



Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 Graphic Organizer

RI.5.5

Name: _____ Date: _____

***How does the way a text is structured support our understanding of complex ideas?**

Text:

PROBLEM



SOLUTION

Evidence that explains at least two ways scientists overcame the problem:

Summary: *The Most Beautiful Roof in the World*, Pages 9–10

RI.5.2

On pages 9–10 of *The Most Beautiful Roof in the World*, Kathryn Lasky explains that the rainforest canopy is difficult to study. It is very high up, making the climb hard for scientists. Other natural obstacles, such as stinging ants, rotten tree trunks, and thorns, make the climb dangerous and difficult. However, new technology and smart, skillful scientists have found ways to study the canopy. New technology has helped scientists overcome the natural obstacles, and scientists are stronger and more fearless than ever. They are like pioneers exploring an undiscovered continent.

Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World: "Out of the Shadow and into the Light"*

(Answers, for Teacher Reference)

RI.5.4, L.5.4

Note: Responses in the Unfamiliar Vocabulary column will vary. Words students are likely to be unfamiliar with (and their accompanying definitions) have been included for each section. Encourage students to use the strategies on the Close Readers Do These Things anchor chart to determine the meaning of unfamiliar vocabulary.

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 12 Beginning with "Deep in Belize ..."	<i>Blue Creek is a rainforest in Central America.</i>	<i>biodiversity</i> <i>occasionally</i> <i>thrive</i>	<i>the diversity of life forms on earth or part of the earth, including diversity of species, genes, and ecosystems</i> <i>at times; now and then</i> <i>to succeed or prosper</i>
Page 13 Beginning with "Meg Lowman believes ..."	<i>Meg Lowman believes science is like a machine.</i>	<i>functions</i> <i>canopy</i>	<i>the purposes or roles an object is suited for</i> <i>the upper foliage of the rainforest</i>
Page 14 Beginning with "Meg is up ..."	<i>Meg prepares to go into the canopy.</i>	<i>Vary</i> <i>harness</i> <i>Jumars</i>	<i>change, modify</i> <i>a set of connected straps that guide or control someone or something</i> <i>a device used for climbing on a rope</i>

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 15 Beginning with "The boys have ..."	<i>Meg climbs up into the canopy.</i>	<i>Accompanied Ascended platform</i>	<i>went along with went upward; climbed a raised surface</i>
Page 16 Beginning with "... hundred feet (thirty meters) ..."	<i>There are walkways and observation platforms built in the canopy. The canopy is like a maze.</i>	<i>diverge observation horizontally</i>	<i>to move in different directions from a common point the act of noticing or seeing parallel to the horizon of the earth</i>
Page 17 Beginning with "Meg has now ..."	<i>Meg hears and sees monkeys in the canopy.</i>	<i>Fluid geometry</i>	<i>moving smoothly or gracefully the study of shapes or objects like points, lines, or angles</i>
Pages 19–20 Beginning with "Leaf number five ..."	<i>Meg and her assistant work together in the canopy.</i>	<i>compare theory exclusion</i>	<i>to notice the likenesses and differences of things a proposed explanation of something leaving something out</i>
Page 22 Beginning with "Meg climbs higher ..."	<i>Meg continues climbing up in the canopy, observing the plants and animals around her.</i>	<i>Foraging Bromeliads foundation</i>	<i>searching or grazing spikes of bright flowers that sometimes grow on other plants the base or basis of something</i>

Text	Plot What is it mostly about?	Unfamiliar Vocabulary	Meaning (Use a dictionary if you need to)
Page 23 Beginning with "Meg clips her ..."	<i>Ant gardens grow high up in the canopy.</i>	<i>benefit energy nutrients</i>	<i>anything that provides an advantage or positive result the power or capacity for activity providing or being food</i>
Page 24 Beginning with "There are many such ..."	<i>In the rainforest, plants and animals depend on each other.</i>	<i>Interlocking Peer discarded</i>	<i>joining together to look closely thrown out</i>
Pages 25–26 Beginning with "Meg carefully edges ..."	<i>Meg observes bromeliads in the canopy and sees different animals, like tadpoles, a snake, and a rare tree salamander.</i>	<i>inaccessibility</i>	<i>the state of being hard or impossible to reach</i>

Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World: "Out of the Shadow and into the Light"*

RI.5.4, L.5.4

Name: _____ Date: _____

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 12 Beginning with "Deep in Belize ..."			
Page 13 Beginning with "Meg Lowman believes ..."			
Page 14 Beginning with "Meg is up ..."			

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 15 Beginning with "The boys have ..."			
Page 16 Beginning with "... hundred feet (thirty meters) ..."			
Page 17 Beginning with "Meg has now ..."			
Pages 19–20 Beginning with "Leaf number five ..."			
Page 22 Beginning with "Meg climbs higher ..."			

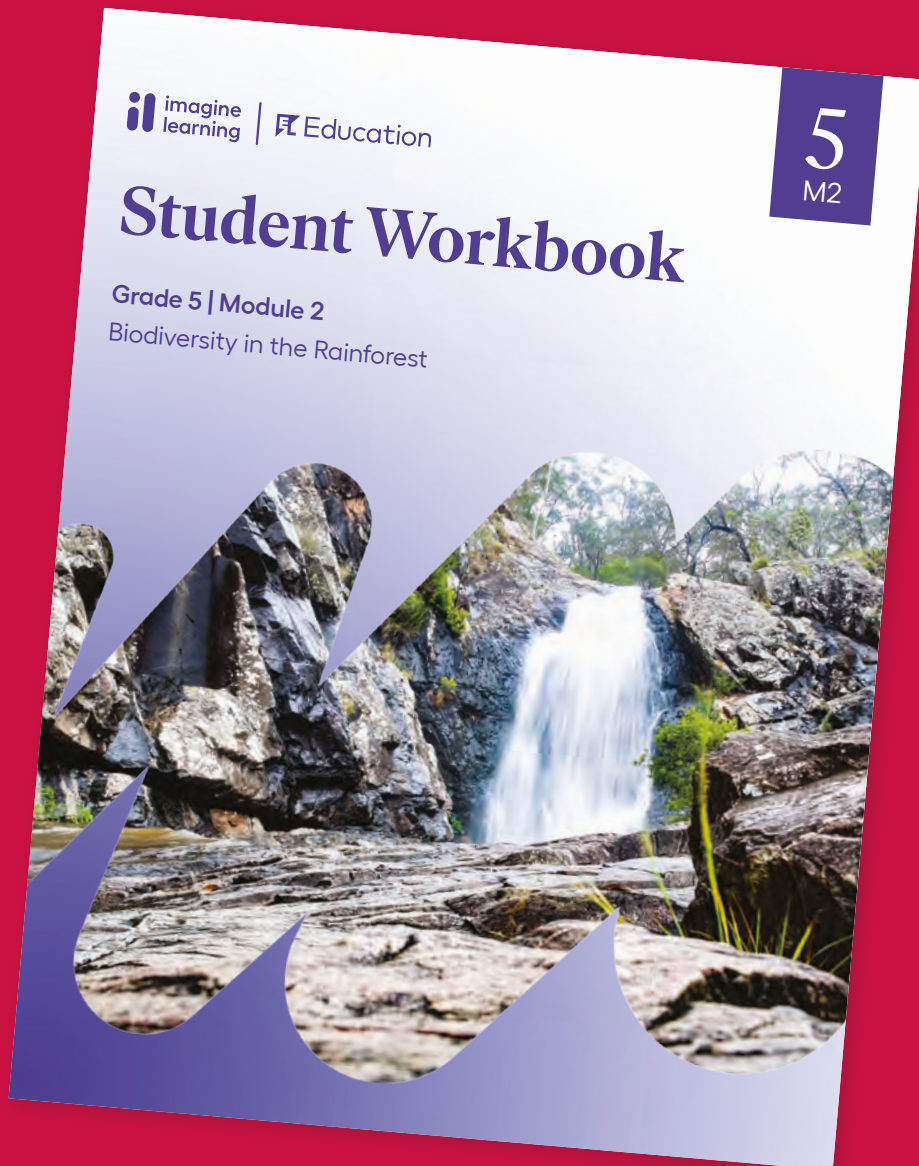
Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 23 Beginning with "Meg clips her ..."			
Page 24 Beginning with "There are many such ..."			
Pages 25–26 Beginning with "Meg carefully edges ..."			





Module Student Workbook

Sample




Problem and Solution Structure: *The Most Beautiful Roof in the World*, Pages 9–10 Graphic Organizer

RI.5.5

Name: _____ Date: _____

***How does the way a text is structured support our understanding of complex ideas?**

Text:

PROBLEM

<p style="text-align: center;">SOLUTION</p> <p>Evidence that explains at least two ways scientists overcame the problem:</p>

Summary: *The Most Beautiful Roof in the World*, Pages 9–10

RI.5.2

On pages 9–10 of *The Most Beautiful Roof in the World*, Kathryn Lasky explains that the rainforest canopy is difficult to study. It is very high up, making the climb hard for scientists. Other natural obstacles, such as stinging ants, rotten tree trunks, and thorns, make the climb dangerous and difficult. However, new technology and smart, skillful scientists have found ways to study the canopy. New technology has helped scientists overcome the natural obstacles, and scientists are stronger and more fearless than ever. They are like pioneers exploring an undiscovered continent.

Finding the Gist and Unfamiliar Vocabulary: *The Most Beautiful Roof in the World: "Out of the Shadow and into the Light"*

RI.5.4, L.5.4

Name: _____ Date: _____

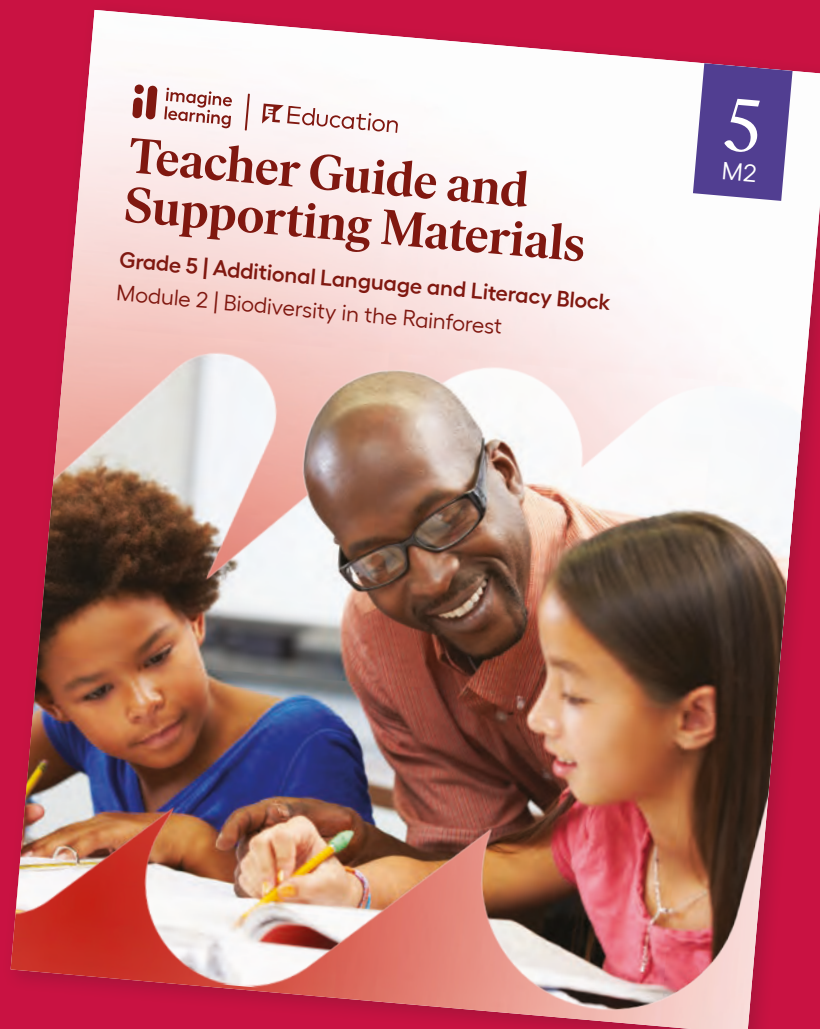
Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 12 Beginning with "Deep in Belize ..."			
Page 13 Beginning with "Meg Lowman believes ..."			
Page 14 Beginning with "Meg is up ..."			

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 15 Beginning with "The boys have ..."			
Page 16 Beginning with "... hundred feet (thirty meters) ..."			
Page 17 Beginning with "Meg has now ..."			
Pages 19–20 Beginning with "Leaf number five ..."			
Page 22 Beginning with "Meg climbs higher ..."			

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Page 23 Beginning with "Meg clips her ..."			
Page 24 Beginning with "There are many such ..."			
Pages 25–26 Beginning with "Meg carefully edges ..."			

Teacher Guide & Supporting Materials

Additional Language and Literacy Block Sample



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

The ALL Block for each unit contains the following:

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

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

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

ALL 5M2 UNIT 1 OVERVIEW

**Reading and Speaking Fluency/GUM**

RF.5.4

- Students read excerpts from *The Most Beautiful Roof in the World* aloud for fluency and accuracy.
- *ELLs complete the same activities as other students.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

**Additional Work with Complex Text**

RI.5.2, RI.5.10, L.5.4, L.5.6a

- Students read an excerpt from *The Most Beautiful Roof in the World* and analyze the text for key details. They also analyze the meaning of a central metaphor in the text.
- *ELLs read an excerpt from The Most Beautiful Roof in the World and analyze the text for key details. Students also analyze how the author adds information to explain why the canopy is so important to the rainforest.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■ ●, group 3 ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

**Independent Reading**

RL.5.10, RI.5.10, SL.5.1

- All students read both research texts (related to the topic of rainforests) and free choice texts (on any topic of their interest).
- They log their reading and respond to reading prompts in independent reading journals, and share their learning from reading in a group discussion.
- *ELLs complete the same activities as other students.*

**Writing Practice**

RI.5.2, W.5.2, W.5.9b, W.5.10, SL.5.1b, SL.5.2

- Students analyze summaries, review criteria for an effective summary, and write summaries of excerpts from *The Most Beautiful Roof in the World*.
- *ELLs complete the same activities as other students with differentiated instruction and task cards.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

**Word Study and Vocabulary**

L.5.4b, L.5.6

- Students analyze the suffixes *-ation/-ion/-ition/-tion*, and *-ology/-logy/-ologist* and analyze two vocabulary words containing those suffixes (using Frayer Models). They practice using each of the two words in context.
- *ELLs analyze and practice using the suffix -ation and -ology.*
- Suggested student grouping for teacher-guided instruction: group 1 ▲, group 2 ■, group 3 ● ◆ (Using professional judgment, form groups based on student needs and logistical constraints—e.g., number of students at each level.)

ALL 5M2 UNIT 1 SAMPLE CALENDAR

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	FLEX DAY Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.		
Lesson 2 ALL Block: Week 1, Day 1	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, students are introduced to fluency texts and continue to use the fluency checklist for self-assessment. They identify strengths and set goals.</p> <p>Learning Target: I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students with a shorter excerpt of text.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher Guide • Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card • Fluency Self-Assessment Checklist 	<p>Additional Work with Complex Text</p> <p>Overview: Students follow a task card to reread page 10 of <i>The Most Beautiful Roof in the World</i> and identify key details in the first half of the passage.</p> <p>Learning Target: I can identify key details in a passage. (RI.5.2)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 1: Additional Work with Complex Text: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 1: Independent Reading: Student Task Card

(continued)

ALL-EM2 UNIT 1 SAMPLE CALENDAR (Continued)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 3 ALL Block: Week 1, Day 2	<p>Additional Work with Complex Text</p> <p>Overview: With teacher guidance, 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.</p> <p>Learning Target: I can read and comprehend complex informational text. (RI.5.10, L.5.4)</p> <p><i>With teacher guidance in the first of a pair of Language Dives, ELLs dive into a single complex sentence from the text, analyzing how the author uses techniques (including appositive noun phrases) to add information to the sentence.</i></p> <p><i>See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide • Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card <p>(■●)(◆), (▲)</p> <ul style="list-style-type: none"> • Unit 1, Week 1, Day 3: Additional Work with Complex Text sentence strip chunks (▲) 	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: Students follow a task card to practice reading their fluency passage to themselves and to partners. They provide feedback to partners based on the goals set on Day 1.</p> <p>Learning Target: I can help my partner self-assess his or her reading fluency. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 1: Reading and Speaking Fluency/GUM. Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read research texts (module-related) for 10 minutes and log their reading in the front of their independent reading journals.</p> <p>Learning Target: I can read my research reading text independently for 10 minutes. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>
Lesson 4 ALL Block: Week 1, Day 3	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: With teacher guidance, all students learn how to consider punctuation when reading aloud. They then apply this skill to fluently read their fluency passage.</p> <p>Learning Target: I can read a text aloud fluently. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students with a shorter excerpt of text.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Additional Work with Complex Text</p> <p>Overview: Students follow a task card to reread page 10 of <i>The Most Beautiful Roof in the World</i> and identify key details in the first half of the passage.</p> <p>Learning Target: I can identify key details in a passage. (RI.5.2)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and then choose and respond to a prompt in the front of their independent reading journals.</p> <p>Learning Target: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <p>N/A</p>

(continued)

Additional Language and Literacy Block

ALL 5M2 UNIT 1 SAMPLE CALENDAR (Continued)

Module Lesson and ALL Block: Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 5 ALL Block: Week 1, Day 4	<p>Additional Work with Complex Text</p> <p>Overview: With teacher support and guidance, students unpack the meaning of the last two sentences on page 10 of <i>The Most Beautiful Roof in the World</i> in order to understand a central metaphor in the text, that scientists who study the canopy are “the pioneers of a newly discovered continent.”</p> <p>Learning Target: I can interpret figurative language, including similes and metaphors, in context. (L.5.5a)</p> <p><i>With teacher guidance in the second of a pair of Language Dives, ELLs continue to analyze how the author uses three techniques to add information onto the sentence (two types of appositive noun phrases and commas) to explain why the canopy is so important to the rainforest. See the Unit 1, Week 1: Additional Work with Complex Text: Teacher Guide for differentiated instruction for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Reading and Speaking Fluency/GUM</p> <p>Overview: All students follow a task card to read/perform their fluency passages aloud to the whole group, one by one. Then they self-assess to determine progress.</p> <p>Learning Target: I can read a passage aloud fluently. (RF.5.4)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Research Share with the whole group. They each share the text they are reading, one thing they have learned from it relevant to the module topic, and two new vocabulary words (and their meanings) that they have learned from their research reading. They listen carefully in order to ask questions of one another.</p> <p>Learning Target: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
Lesson 6	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 7	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		

(continued)

ALL EM2 UNIT 1 SAMPLE CALENDAR (CONTINUED)			
Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 8 ALL Block: Week 2, Day 1	Writing Practice Overview: With teacher guidance, students analyze a summary of an excerpt from <i>The Most Beautiful Roof in the World</i> and review criteria for an effective summary developed in the module lessons. Students orally summarize a new excerpt from <i>The Most Beautiful Roof in the World</i> . Learning Target: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10) <i>ELLs complete the same activities as other students. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Writing Practice: Teacher Guide Unit 1, Week 2: Writing Practice: Week 1: Teacher-Guided Student Activity Card 	Word Study and Vocabulary Overview: Students follow a task card to play a word relay. Learning Target: I can identify words with the suffixes -ation and -ology. (L.5.4b) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Word Study and Vocabulary: Student Task Card Word Scramble Game Board 	Independent Reading Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals. Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10) <i>ELLs complete the same activities as other students.</i> Printed Materials: <ul style="list-style-type: none"> Unit 1, Week 2: Independent Reading: Student Task Card

(continued)

ALL 6M2 UNIT 1 SAMPLE CALENDAR (CONTINUED)

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
<p>Lesson 9</p> <p>ALL Block: Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the word <i>exploration</i> with a focus on the suffix <i>-ation</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.</p> <p>Learning Target: I can analyze the meaning of an academic vocabulary word with the suffix <i>-ation</i>. (L.5.4b)</p> <p><i>With teacher guidance during a Language Dive, ELLs use a Vocabulary Grid to explore a frequently used word (explore) and frequently used suffix (-ation) in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 2: Word Study and Vocabulary: Teacher Guide • Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Card (■), (●◆), (▲) 	<p>Writing Practice</p> <p>Overview: Students follow a task card to begin writing a summary of pages 17–20 from <i>The Most Beautiful Roof of the World</i>. Using the Rank-Talk-Write protocol and what they have learned in the module lessons, they write a topic sentence for their summary that tells the main idea of the excerpt.</p> <p>Learning Target: I can write the topic sentence of a summary of an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10, SL.5.1b)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials:</p> <ul style="list-style-type: none"> • Unit 1, Week 2: Writing Practice: Student Task Card 	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 10 minutes and log their reading in the back of their independent reading journals.</p> <p>Learning Target: I can read my free choice reading text independently for 10 minutes. (RL.5.10/RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
<p>Lesson 10</p> <p>ALL Block: Week 2, Day 3</p>	<p>Writing Practice</p> <p>Overview: With teacher guidance, students use what they have learned in the module lessons as they continue to summarize pages 17–20 from <i>The Most Beautiful Roof in the World</i>.</p> <p>Learning Target: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10)</p> <p><i>ELLs complete the same activities as other students. See the Unit 1, Week 2: Writing Practice: Teacher Guide and corresponding Teacher-Guided Student Activity Card for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Word Study and Vocabulary</p> <p>Overview: Students follow a task card to use the academic vocabulary word analyzed during teacher instruction on Day 2 in context.</p> <p>Learning Target: I can use an academic vocabulary word in context. (L.5.6)</p> <p><i>ELLs follow a task card and use the academic word analyzed during teacher instruction on Day 2 in context.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and then choose and respond to a reading prompt in the back of their independent reading journal.</p> <p>Learning Target: I can choose and respond to a prompt about my free choice reading text. (RL.5.10/RI.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>

(continued)

ALL 5.2 UNIT 1 SAMPLE CALENDAR (Continued)			
Module Lesson and ALL Block Week and Day	Teacher Guided Component	Independent Work Component	Independent Work Component
Lesson 11 ALL Block: Week 2, Day 4	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students use a Frayer Model to analyze the meaning of the word <i>technology</i> with a focus on the suffix <i>-ology</i>. Note that if you have students reading below grade level, this would be an appropriate time to substitute EL Education's K–2 Skills Block program.</p> <p>Learning Target: I can analyze the meaning of an academic word with the suffix <i>-ology</i>. (L.5.4b)</p> <p><i>With teacher guidance and a Language Dive, ELLs use a Vocabulary Grid to explore a frequently used word (technology) and suffix (-ology) in the context of a complex sentence from the module lessons and other ALL Block components. The Unit 1, Week 2: Word Study and Vocabulary: Teacher-Guided Student Activity Cards are differentiated for ELLs. See the Unit 1, Week 2: Word Study and Vocabulary Teacher Guide for instruction that has been differentiated for ELLs.</i></p> <p>Printed Materials: N/A</p>	<p>Writing Practice</p> <p>Overview: Students follow a task card to write a summary of pages 17–20 from <i>The Most Beautiful Roof in the World</i>.</p> <p>Learning Target: I can summarize an informational text. (RI.5.2, W.5.2, W.5.9b, W.5.10)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share with the whole group. They each share the text they are reading, a summary of what they have read so far, and a short review of the reading material. They listen carefully in order to ask questions of one another.</p> <p>Learning Target: I can listen carefully and ask questions of others about their free choice reading text. (RL.5.10/RI.5.10, SL.5.1)</p> <p><i>ELLs complete the same activities as other students.</i></p> <p>Printed Materials: N/A</p>
Lesson 12	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 13	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 1:

- I can evaluate my own fluency strengths and set a fluency goal. (RE.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.

Fluency Self-Assessment Checklist

READING FLUENCY CHECKLIST						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.4b, RF.4c	I can read all/almost all of the words correctly.					
RF.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.4a, RF.4b	I can read at a speed that is appropriate for the piece.					
RF.4a, RF.4b	I can read smoothly without many breaks.					
RF.4a, RF.4b	I can read groups of related words and phrases together.					
RF.4a, RF.4b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
RF.4b	I can use the appropriate tone to express the author's meaning.					
RF.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					



Reading and Speaking Fluency/GUM



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

Name: _____ Date: _____



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)

Student Materials

Days 1 and 3:

- The Most Beautiful Roof in the World*
- Fluency Self-Assessment Checklist

Directions:

Day 1

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

Reading fluency: ability to read without sounding out every word and reading smoothly in the way that the author meant for it to sound.

1. Self-assess where you are with each of the highlighted criteria on your checklist by placing a check mark in the appropriate column.
2. Discuss with a partner, then write. I am good at:

3. Discuss with a partner, then write. I want to get better at:

Day 3

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

1. "The canopy is where rainforest life begins." (p. 9)
2. "For a human being, ascending to the canopy is not easy." (p. 9)
3. "They knew that the canopy was the 'powerhouse' of the rainforest..." (p. 9)
4. "There is so much to conquer: gravity, stinging ants, rotten trunks, and thorns." (p. 9)

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

**Additional Work with Complex Text****Unit 1, Week 1: Student Task Card**

Name: _____ Date: _____

**Daily Learning Targets**

- Day 1: I can explain the relationship between key details in a passage. (RI.5.2)
- Day 3: I can identify key details in a passage. (RI.5.2)

Student Materials**Day 1:**

- The Most Beautiful Roof in the World*
- Colored pencils
- Blank paper

Day 3:

- The Most Beautiful Roof in the World*
- Colored pencils

Directions:**Day 1**

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

With a partner:

1. Chorally read aloud page 9 of *The Most Beautiful Roof in the World*.
2. Tell your elbow partner the gist.
3. Reread the first two sentences aloud, from "For a human being..." to "... and thorns." In the boxes "on the next page"
 - Using colored pencils, sketch the four things that make it difficult for scientists to *ascend* to the rainforest canopy. (*Ascend* means to climb or to go up.)
 - Label each sketch using a word or phrase from the text.

Day 3

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

1. Reread page 10 of *The Most Beautiful Roof in the World* out loud.
2. In the boxes below, quickly draw sketches to show the six qualities that scientists who study the canopy must have. Label each sketch using a word or phrase from the text.

3. Choose one of the qualities you drew above and explain to your partner how it might help the scientist to "overcome the natural obstacles of gravity, ants, and thorns" in the rainforest canopy.

MORE CHALLENGE: Think of synonyms for some of the words in the boxes above. Add each new word to the appropriate box.



Independent Reading



Unit 1, Week 1: Student Task Card

Name: _____ Date: _____



Daily Learning Targets

- Days 1 and 2: I can read my research reading text independently for 10 minutes. (RI.5.10)
- Day 3: I can explain how my research reading connects to something I have been learning in the module lessons. (RI.5.10)
- Day 4: I can listen carefully and ask questions of others about their research reading. (RI.5.10, SL.5.1)

Student Materials

Days 1–3:

- Research reading text
- Independent reading journal
- Vocabulary log

Day 4:

- Research reading text
- Vocabulary log

Directions:

Days 1 and 2

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

1. Read your independent research reading text for 10 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic vocabulary in the front and domain-specific words at the back.

Day 3

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

1. Read your research reading text independently for 5 minutes.
2. Record your reading in the front of your independent reading journal (date, text title, author, pages read).
3. Record any new vocabulary in your vocabulary log. Record academic words at the front and domain-specific words at the back.
4. Respond to this prompt in the front of your independent reading journal: How does your reading connect to your work in the module lessons?

Day 4

Get into groups of three or four. Follow the ALL Independent Group Work protocol to allocate a facilitator and timekeeper.

Research Share:

1. Timekeeper: Set a 2-minute timer.
2. Group: Think of:
 - One thing you have learned from your research reading text
 - Two new vocabulary words and their meanings that you have learned from your research text
3. Timekeeper: Set a 2-minute timer.
4. Facilitator: You will go first:
 - Pass your research reading text around.
 - Share one thing that you have learned. ("I have learned _____")
 - Share two new vocabulary words and their meanings. ("Two new vocabulary words I have learned are _____ and _____.")

Group: Listen and think about what else you would like to know about this person's text. Prepare a question.
5. Timekeeper: Set a 2-minute timer.
6. Group: Take turns asking the facilitator questions.
7. Repeat steps 4–6 with each person in the group.
8. If time allows, choose from the following:
 - Continue to read your free choice reading text.
 - Try out a new text.



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 chattering 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 phrase 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



Additional Work with Complex Text



Unit 1, Week 1, Day 2: Sentence Strip Chunks

Directions:

Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

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.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (■●)

Name: _____ Date: _____



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)

Student Materials

Day 2:

N/A

Day 4:

The Most Beautiful Roof in the World

Directions:

Day 2

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

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.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

They knew that the canopy was the "**powerhouse**" of the rainforest ...

Powerhouse

The word **powerhouse** is a compound word that joins the two words *power* and *house*.

A **powerhouse** is something that has great energy or power.

1. Reread the part of the sentence copied above. What is the "powerhouse" of the rainforest? Underline it in the sentence above.

... the place where most of the **photosynthesis** occurs ...

Photosynthesis

The word **photosynthesis** contains the following parts:

- **syn-** Greek prefix that means *with, together with*
- **phot, photo** Greek root that means *light*

Photosynthesis is the process a green plant uses to make food for itself. Plants use sunlight to change water and carbon dioxide into food.

2. Reread the part of the sentence copied above. Why is the canopy important to the rainforest?

... [the canopy is] where 95 percent of the **biomass**, the living things of the rainforest, is produced.

Biomass

The word **biomass** contains the following part:

- *bio, bi, -be* Greek root that means life, living, living things

Biomass is the total amount of living things in an environment.

3. What words in the sentence explain what **biomass** means? Underline them.
4. Reread the part of the sentence copied above. Where do most of the living things in the rainforest come from?

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.

5. Reread the whole sentence again. Discuss with your group: Why is the canopy the “powerhouse” of the rainforest?

Day 4

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

	<div style="border: 1px solid black; width: 40px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div>	
1.	are as skillful as	mountaineers
	<div style="border: 1px solid black; width: 40px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div>	
2. The leaves and branches of rainforest trees	are like	
	<div style="border: 1px solid black; width: 40px; height: 15px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 40px; height: 15px;"></div>	
3.	are like	pioneers of a newly discovered continent.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (♦)

Name: _____ Date: _____



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)

Student Materials

Day 2:

N/A

Day 4:

The Most Beautiful Roof in the World

Directions:

Day 2

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

The Most Beautiful Roof in the World.

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 **bio-mass**, the living things of the rainforest, is produced.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Powerhouse

The word **powerhouse** is a compound word that joins the two words *power* and *house*.

A powerhouse is something that has great energy or power.

1. According to the passage, what is the source of great energy, strength, and power in the rainforest?

Photosynthesis

The word **photosynthesis** contains the following parts:

- **syn-** Greek prefix that means *with, together with*
- **phot, photo** Greek root that means *light*

Photosynthesis is the process by which a green plant uses sunlight to change water and carbon dioxide into food for itself.

2. Why would most photosynthesis occur in the rainforest canopy?

Biomass

The word **biomass** contains the following parts:

- **bio, bi, -be** Greek root that means *life, living, living things*
- **mass** A scientific measure of how much matter is in an object

Biomass is the total amount of living things in a particular environment, measured by mass per unit of area or volume.

3. Reread the whole sentence. Underline the phrase in the sentence that explains what the word *biomass* means. Why would most of the biomass in the rainforest be produced in the canopy?

4. Why is the canopy the "powerhouse" of the rainforest?

5. On the back of this sheet, list as many words as you can that contain the word parts *photo* and *bio*.

Definitions from Wordsmyth: <https://www.wordsmyth.net/>

Day 4

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

	<div style="border: 1px solid black; width: 20px; height: 10px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 20px; height: 10px;"></div>	
1.	are as skillful as	mountaineers
	<div style="border: 1px solid black; width: 20px; height: 10px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 20px; height: 10px;"></div>	
2. The leaves and branches of rainforest trees	are like	
	<div style="border: 1px solid black; width: 20px; height: 10px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; width: 20px; height: 10px;"></div>	
3.	are like	pioneers of a newly discovered continent.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (▲)

Name: _____ Date: _____



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)

Student Materials

Day 2:

N/A

Day 4:

The Most Beautiful Roof in the World

Directions:

Day 2

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

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.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Sketch of powerhouse (literal)	Sketch of powerhouse (figurative)

Two words to refer to canopy	
Canopy	→
Adding extra information (using <u>noun (place)</u> + where + subject + verb)	
Scientists knew that the canopy was the very top of the rainforest, the area where +	

Day 4

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.

Source:

Lasky, Kathryn. *The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, p. 9. New York: Houghton Mifflin Harcourt, 1997.

Adding extra information (using <u>noun (place)</u> + where + subject + verb)	
Scientists knew that the canopy was the very top of the rainforest, the area where +	

Adding extra information (to define biomass)	Sketch of biomass
biomass =	

Adding extra information (using commas)	
Scientists knew that the canopy the very top of the rainforest was full of light the place where most photosynthesis happens.	

Three ways to add information to a sentence	
1. Use a noun (place) +	to add extra information.
2. Use a noun +	to add extra information.
3. Use	to add extra information.



Additional Work with Complex Text



Unit 1, Week 1: Teacher-Guided Student Activity Card (Answers, for Teacher Reference)



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)

Student Materials

Day 2:

N/A

Day 4:

The Most Beautiful Roof in the World

Day 2

■ ●:

1. What is the "powerhouse" of the rainforest? *the canopy*
2. Why is the canopy important to the rainforest? *It is where photosynthesis occurs.*
3. Underline the phrase in the sentence that explains what the word *biomass* means. *the living things of the rainforest*
4. Where do most of the living things in the rainforest come from? *the canopy*
5. Why is the canopy the "powerhouse" of the rainforest? *Most living things in the rainforest are produced in the canopy. Plants use the sunlight in the canopy to make their food.*

◆:

1. According to the passage, what is the source of great energy, strength, and power in the rainforest? *the canopy*
2. Why would most photosynthesis occur in the rainforest canopy? *The canopy is the place where there is the most sunlight, and plants need sunlight for photosynthesis to occur.*
3. Underline the phrase in the sentence that explains what the word *biomass* means. *the living things of the rainforest*

Why would most of the biomass in the rainforest be produced in the canopy? *Most plants would be in the canopy where they could use the sunlight for*

photosynthesis. Many animals would live there as well so they could eat the plants. So most living things in the rainforest would be in the canopy.

4. Why is the canopy the "powerhouse" of the rainforest? *It's the place where plants get their energy, and most of the biomass (living things) in the rainforest is produced there.*
5. On the back of this sheet, list as many words as you can that contain *photo* and *bio*. *Responses will vary. Examples include: photography, photocopy, biology, biography.*

Day 4



Responses may vary.

<i>1. Scientists in the canopy</i>	<i>are as skillful as</i>	<i>mountaineers</i>
<i>2. The leaves and branches of rainforest trees</i>	<i>are like</i>	<i>rock cliffs</i>
<i>3. Men and women scientists in the canopy</i>	<i>are like</i>	<i>pioneers of a newly discovered continent.</i>



Reading and Speaking Fluency/GUM



Unit 1, Week 1: Student Task Card

Name: _____ Date: _____



Daily Learning Targets

- Day 2: I can help my partner self-assess his or her reading fluency. (RF.5.4)
- Day 4: I can read a passage aloud fluently. (RF.5.4)

Student Materials

Days 2 and 4:

- The Most Beautiful Roof in the World*
- Fluency Self-Assessment Checklist

Directions:

Day 2

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

1. Look at the criteria highlighted on your Fluency Self-Assessment Checklist on Day 1.
2. Whisper read your excerpt from *The Most Beautiful Roof in the World* to yourself.
3. Find a partner who is reading the same passage as you and number yourselves A and B.
4. Read the text aloud together (at the same time).
5. Partner A read aloud. Partner B listen for one star and one step.
6. Partner B share your star and step with partner A.
7. Partner B read aloud. Partner A listen for one star and one step.
8. Partner A share your star and step with partner B.
9. Write your star and step at the top of the next page.

Star	Step

Day 4

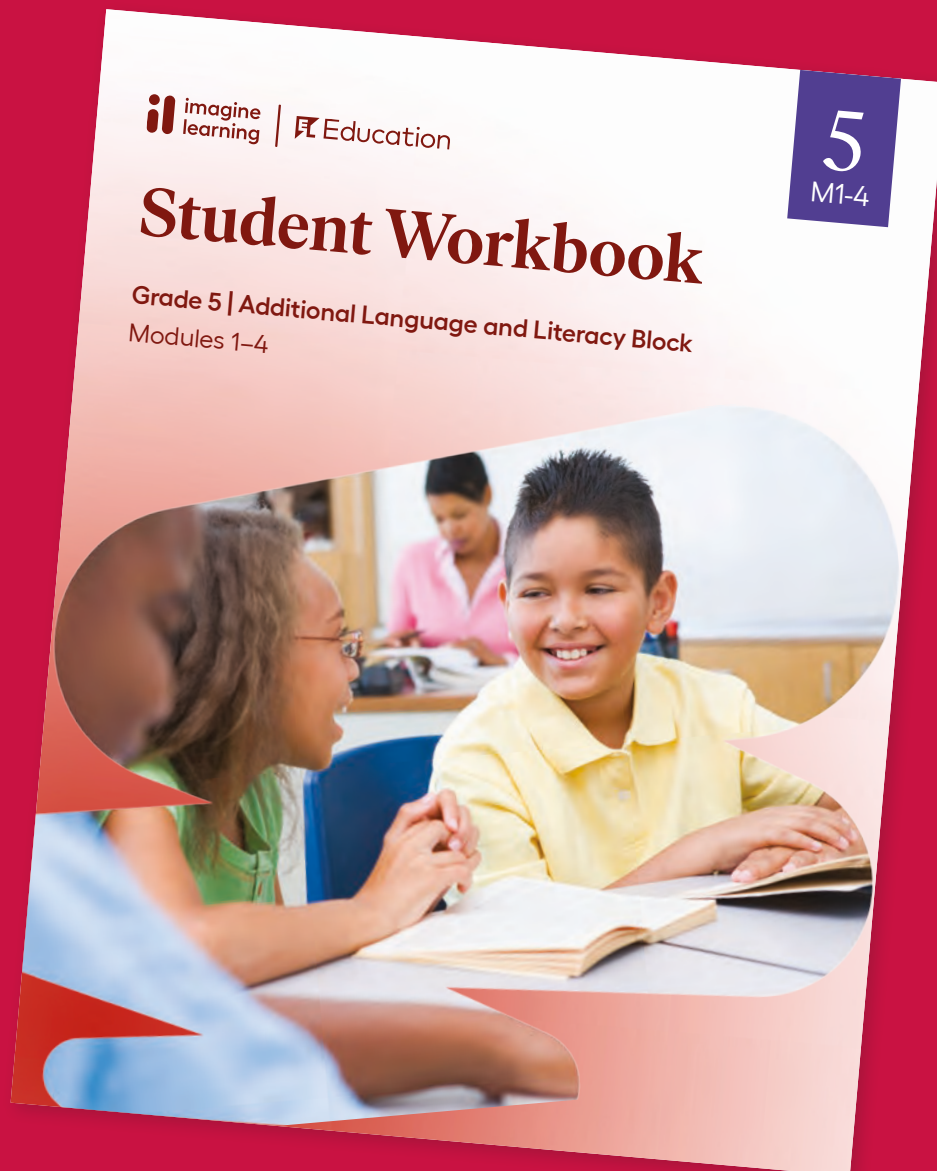
Follow the ALL Independent Group Work protocol to complete the task.

1. Get into groups of three or four.
2. Read the criteria on your Fluency Self-Assessment Checklist.
3. Whisper read your fluency passage from *The Most Beautiful Roof in the World* to yourself.
4. One person in the group reads his or her fluency passage to the group.
5. Each person in the group gives a star. Use these examples to help you:
 - "The speed of your reading was perfect—especially when ____."
 - "I noticed that you paused at the periods."
6. Repeat steps 4 and 5 with another student in the group reading.
7. Self-assess on your fluency checklist. Draw a check mark in the columns of the criteria. Choose a different-colored pencil from the one you used on your self-assessment on Days 1–3.
8. Share your self-assessment with an elbow partner and explain how you have improved your reading fluency this week.

Student Workbook

Additional Language and Literacy Block

Sample



Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 1: Directions for Poster Walk

Poster Walk Protocol

In this protocol, you will visit some posters with your group to answer a question.

Discussion question:

What will you be doing in the ALL Block?

Directions:

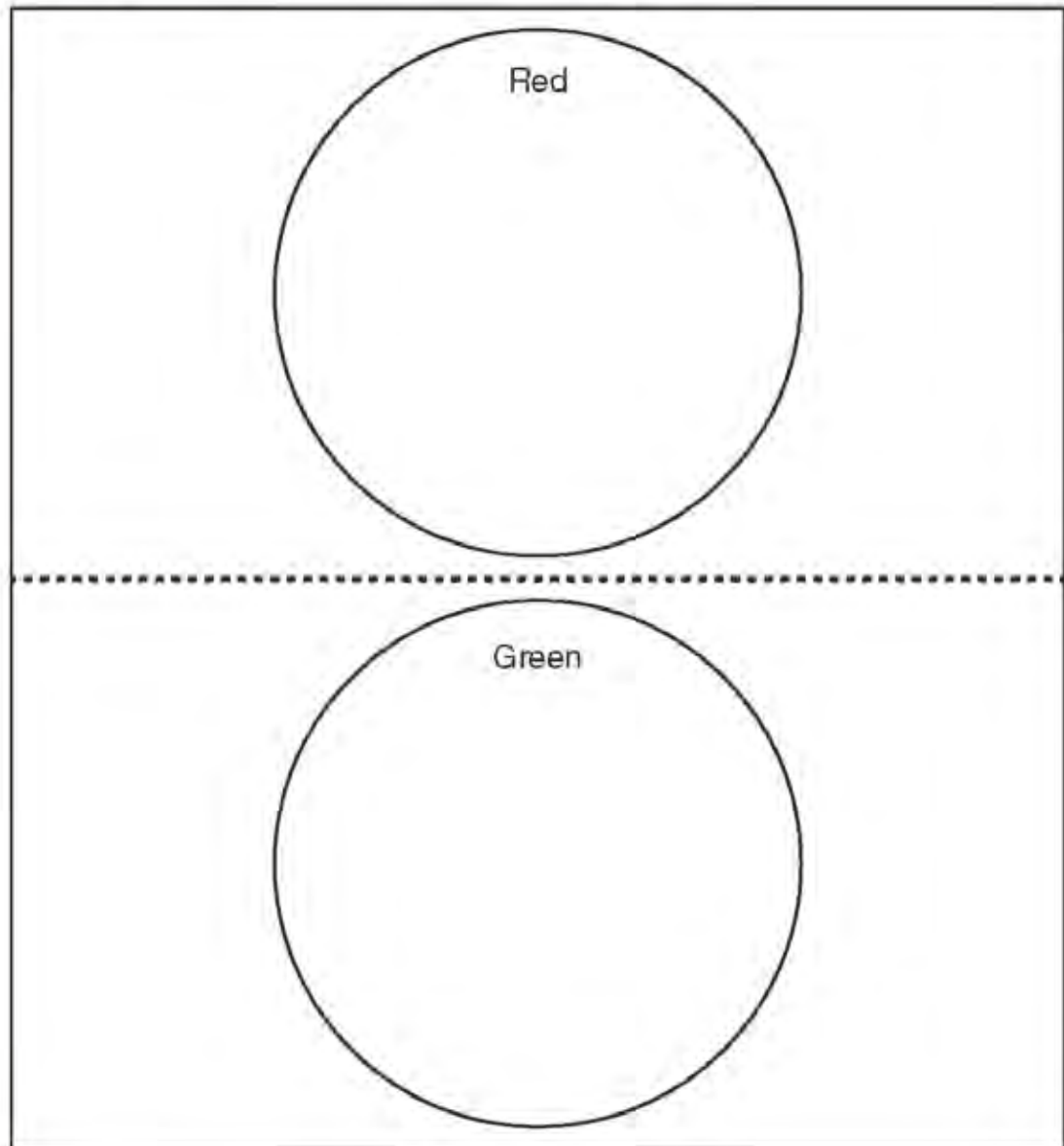
1. Look at the poster.
2. Discuss the question.
3. Record your response to the question on sticky notes and stick them on the poster.
4. Move to the next poster when your teacher gives a signal.
5. If another group has visited the poster before your group, read the sticky notes and respond to them.

Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 1: Signal Card

Directions:

Print the following material and cut it out. Fold in half along the dotted middle line and attach back-to-back so the circles are showing when you flip the card over.



Introduction to the Additional Language and Literacy Block



Unit 1, Week 1: Student Task Card

Name: _____ Date: _____



Daily Learning Targets

Day 2:

- I can listen carefully and ask questions of others about their free choice reading. (RL.5.10, RI.5.10, SL.5.1)

Day 3:

- I can use a variety of strategies to determine the meaning of unknown words and phrases. (RI.5.4, L.5.4)

Day 4:

- I can draw an illustration using details from the text. (RI.5.1)
- I can read my research reading text independently for 10 minutes. (RI.5.10)

Student Materials

Day 2:

- Free choice reading text

Day 3:

- ALL Independent Group Work protocol
- Signal cards
- Online or paper translation dictionary (one per ELL in student's home language)

Day 4:

- Research reading text
- Paper
- Crayons, markers, or colored pencils

Directions:

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

Day 2

Text Share:

1. Timekeeper: Set a 2-minute timer.
2. Facilitator: You will go first:
 - a. Show the group your text.
 - b. Tell your group what your text is about. ("My text is about ____.")
 - c. Tell your group your opinion of the text. Explain why you have that opinion. ("I like/don't like my text because ____.")

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

3. Timekeeper: Set a 2-minute timer.
 4. Group: When the facilitator has finished sharing, take turns asking him or her questions.
 5. Repeat with each person in the group.
-

Day 3

Directions:

Work with your partner to answer the vocabulary questions below. For these questions you will underline the definition that best matches the meaning of the word as it is used in the ALL Independent Group Work protocol.

1. **facilitator:**
 - A. someone who helps the group get its work done
 - B. someone who does all the work for a group
2. **protocol:**
 - A. an original draft, copy, or record of an agreement
 - B. the proper or agreed-upon way of doing something

1. **independently:**
 - A. not ruled by another person or government
 - B. without the direction of a teacher
2. **timekeeper:**
 - A. someone who keeps track of the time during an activity
 - B. a watch or clock; a timepiece
3. **allocate:**
 - A. to give out according to a plan
 - B. to assign a job

MORE CHALLENGE: If you finish early, make up a sentence using as many of the words in bold as you can. Write the sentence on the back of this task card.

All definitions from <https://www.wordsmyth.net>

Day 4

You will act as your own timekeeper and facilitator.

1. Read your research reading text independently for 10 minutes until the timer goes off.
2. Respond to this prompt on a piece of blank paper:
 - Draw and label a picture about the text you read.
3. Share your work with a partner:
 - Move to sit with a partner.
 - Label yourselves A and B.
 - Partner A explains his or her drawing to partner B for 1 minute. ("My picture is about ____." "This part of the picture shows ____.")
 - Switch roles.
4. When the teacher indicates it's time, repeat steps 1–3 and share with a new partner.

Introduction to the Additional Language and Literacy Block

Unit 1, Week 1, Day 3: ALL Independent Group Work Protocol

Follow this protocol when you are working **independently** (not working with the teacher).

4 minutes:

1. Group: Allocate a facilitator and timekeeper.
2. Facilitator: Invite a volunteer to read the task card to the group beginning with the learning targets.
3. Facilitator: Ask the group, "Do you understand? Do you have questions?"
4. Group: Work together to help each other understand what to do.
5. Facilitator: If the group needs teacher help, show red on the signal card.

14 minutes:

6. Timekeeper: Set a 14-minute timer.
7. Group: Follow the directions on your task card. Aim to finish the work for that day in the time provided.
8. If you're waiting for the teacher for help: 1) do what you can on your own; or 2) read your independent reading text.

2 minutes:

- Facilitator: Invite the group to turn to an elbow partner to share:
 1. One thing they have learned
 2. How their work connects to the module lessons

Word Study and Vocabulary



Unit 1, Week 2, Day 1: Vocabulary Word Sort

Directions:

Cut along the dotted lines to create individual cards for each word. Note that this page also serves as the answer key.

Academic Vocabulary: Words you might find in informational texts on many different topics	Domain-Specific Vocabulary: Words about a particular topic
challenges	tadpoles
question	cats
organize	peanut
introduce	ballet
understand	carrot
identify	leaves
explain	football
information	sapling





Print Components Sampler

Grade 5 | Module 2