



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.4.4)

Day 3

- I can read a text aloud fluently. (RF.4.4)

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.
- **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)
- ✓ 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)
- ✓ *Animal Behavior: Animal Defenses* (text; one per student)
- ✓ **Day 1 only:** Sticky notes (two per student)
- ✓ Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ✓ 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 *Animal Behavior: Animal Defenses* and mark the fluency passage they will use to work on reading fluency with **sticky notes**.
 - ■● Starting at “A cheetah stalks ...” on page 7 and ending at “... and then leap again.”
 - ◆ Starting at “A cheetah stalks ...” on page 7 and ending at “Scientists call this inborn knowledge instinct” on page 9. Note: Students do not need to read the caption to the photograph on page 8.
 - ▲ Page 56, paragraph 1 of “Poisonous Prey” section: starting at “A poisonous animal has poison ...” and ending at “... or even after it has swallowed it.”
- 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 follow 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:
 - Throughout the Language Dive, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - Encourage extended conversation among students about the meaning of the passage, especially the key phrases: *typically* and *comes in contact*.
 - Invite students to place a finger on the sentence: **It does not typically have a special body part, such as a sting, for injecting the poison** and to read it aloud chorally with you.
 - Turn and Talk:
 - “What does typically mean?” (usually)*
 - “So, does a poisonous animal usually have a sting? What, in the sentence, makes you think so?” (No; the sentence says it “does not typically have a special body part, such as a sting.”)*
 - Invite students to place a finger on the sentence: **Instead, a predator comes in contact with the poison when it seizes or eats the poisonous animal** and to read it aloud chorally with you.
 - Turn and Talk:
 - “What does contact mean? You can use your dictionary.” (touch)*
 - “What does comes in contact with mean?” (touch)*
 - “Why do we say comes in contact with instead of touches?” (For variation. It has a different connotation than touch, which sounds deliberate. Coming into contact with something might be accidental.)*
 - “When does a predator come in contact with the poison? When it sees a poisonous animal?” (No; when it seizes or eats one)*
 - “How does this paragraph help you answer the guiding question: How do animals' bodies and behaviors help them survive?” (Responses will vary.)*
 - If productive, cue students to clarify the conversation by confirming what they mean:
 - Conversation Cue: “So, do you mean...?” (Responses will vary.)*
 - Invite students to ask questions about anything they don't understand in the text.
- ●◆▲:
- 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.
- 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.

- Invite students to highlight the following criteria and explain that these will be the criteria students will focus on this week:
 - I can read my text at a speed that is appropriate for the piece.
 - I can notice and read punctuation.
- Read the text three times aloud as indicated below. After each read, ask students to review the highlighted 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 highlighted 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 **Animal Behavior: Animal Defenses** 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 rest of the sentences on the activity card, focusing on the question mark, the exclamation mark, and then the comma in the same way.
- Talk through the punctuation in the excerpt students are reading that they need to pay close attention to.
- Invite students to read the entire excerpt chorally with you, emphasizing how the punctuation adds pauses and changes the tone of voice you might use.
- Invite students to practice reading their passages aloud, adding pauses and changing the tone of voice they use according to the punctuation.
- Invite students to practice reading their excerpt in different voices—for example, an old man or a character from a TV show.
- Invite students to pair up with an elbow partner and to read the excerpt aloud to each other.
- Ask students to help their partner self-assess against the highlighted criteria on their checklist, and their fluency goal from Day 1, paying particular attention to how well they notice and read punctuation.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can state the main idea of a passage in two different ways. (RI.4.2)

Day 4

- I can state the main idea of a passage in two different ways. (RI.4.2)

Teaching Notes

- On Day 1, students read the introduction to one of the expert group passages and practice stating the main idea in two different ways.
- On Day 2, students practice stating the main idea.
- **Differentiation:**
 - The Teacher-Guided Student Activity Cards for these activities are differentiated.
 - Note that, as explained in the Unit Overview, ▲ and ■ are grouped together because they work on the same Teacher-Guided Student Activity Card.
 - ▲ 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.
 - Day 2: Write or project the following model sentences for easy reference:
 - Some animals use poison to protect themselves.
 - Some animals protect themselves by using poison.
 - Some animals use stingers to protect themselves.
 - Some animals protect themselves by using stingers.

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 Week 1, 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 Week 1, Day 1; one per student)
- ✓ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- ✓ 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)
- ✓ *Animal Behavior: Animal Defenses* (one per student; to read a passage: “Bad Smells, Bad Tastes, and Powerful Poisons” pages 55–56)
- ✓ 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)
- ✓ Model sentences (to display; see Teaching Notes)

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 (19 minutes, repeated three times)

- Invite students to open to page 55 of *Animal Behavior: Animal Defenses* and to read the text under the heading, “Bad Smells, Bad Tastes, and Powerful Poisons.” As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to the Unit 1, Week 1, Day 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Refer students back to “Bad Smells, Bad Tastes, and Powerful Poisons” in *Animal Behavior: Animal Defenses* and invite them to read it aloud chorally with you.

- Remind students that often, in an informational text, the title of a chapter tells us what the chapter will be about. Invite students to turn and talk with a partner about what they think the main idea of this text is. Listen for the idea that the passage is about how some animals use chemicals to defend themselves.
- ▲: Mini Language Dive:
 - Read the first two paragraphs aloud, stopping as needed to check for general comprehension.
 - Reread, record, and display the final sentence of Paragraph 1: **A variety of animals use another weapon ... stop their attack after it has begun.**
 - Using total participation techniques and Conversation Cues, discuss critical language in the final sentence of Paragraph 1 with questions such as:
 - “What’s a weapon?” (part of the body that helps the animal defend itself)*
 - “What’s another weapon animals have to protect themselves?” (Teeth. If possible, point to a picture of an animal’s sharp teeth.)*
 - “What’s a chemical? You can look up the translation.” (a fluid or substance in the animal’s body)*
 - “What does it mean to ward off a predator? Does it mean to run after a predator?” (No; it means scare a predator.)*
 - “So, how do chemicals help prey? Paragraph 2 may help you answer.” (bad taste, bad smell, irritating, poisonous)*
 - If productive, cue students to expand the conversation by giving an example:
 - Conversation Cue: “Can you give an example?” (Responses will vary.)*
- Call attention to the **model sentences**. Remind students that these are the main idea sentences they generated yesterday.
- Explain that they can use these sentences as models to help them write sentences about other animal defenses. Ask students what a similar sentence about animals using chemicals to defend themselves might sound like. Listen for:
 - Some animals use chemicals to protect themselves.
 - Some animals protect themselves by using chemicals.
- Support students in completing their differentiated activity cards. Demonstrate using the model sentences for wording, spelling, and punctuation as needed. Share responses as time allows.
- ▲:
 - If time allows, ask students about the language in the main idea sentences:
 - “What do you notice about these sentences?” (They both start with Some animals and use protect themselves. They have some form of use chemicals. They use similar verbs but vary the structure.)*
 - “What do the sentences begin with?” (animal; a thing)*
 - “What comes next?” (use/protect; an action; what the animal does)*
 - “What comes after the action?” (chemicals/themselves; an object; a thing the animal uses or protects)*
 - “What are by using chemicals and to protect themselves?” (the way and the reason that they protect themselves)*

- Tell students they should remember this as a common type (or formula) of sentence in English: thing (noun) + action (verb) + thing (object).
- 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 Unit 1, Week 1: 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: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 1, Week 1: Independent Reading: 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 (19 minutes, repeated three times)

- Invite students to open to page 22 of *Animal Behavior: Animal Defenses* and to read the text under the heading “Escape Artists.” As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 3 of the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card for Day 1 using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- 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.
- Refer students to “Escape Artists” in *Animal Behavior: Animal Defenses* and invite them to read it aloud chorally with you.
- After reading, ask students to turn to a partner and share their idea about the main idea of the passage. Listen for the idea that the passage is about how some animals escape to defend themselves.
- ▲: Mini Language Dive:
 - Reread, record, and display the first sentence of Paragraph 2: **For many ... is escape.**
 - Using total participation techniques and Conversation Cues, discuss critical language in the first sentence of Paragraph 2 with questions such as:

“What does this defense refer to?” (second line of defense)

“What do you think a second line of defense means?” (another way an animal protects itself that may not be as good)

“What does escape mean? (get away; get free)

“In the paragraph, can you find another word for escape, or a way of escape?” (fleeing)

“What’s another word for fleeing?” (running)

“What’s another way to escape that’s described in the passage?” (startling)

“What does startling mean?”

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

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

- Invite students to complete their activity cards independently. Informally observe as they work in order to identify students who will need additional support with stating main ideas in the module lessons.
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.