



Reading and Speaking Fluency/GUM

Unit 3, 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: Each group of students will read a different text, based on their fluency skills: “The Beginning of the Armadillos” for the grade-level text, an excerpt from “How Doth the Little Crocodile” for readers who need additional support, or “Mowgli’s Brothers” for readers who require an extension.
 - Note that, as explained in the Unit Overview, ● and ◆ are grouped together for ◆ to provide models of fluent reading aloud. 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 3, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 3, 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)
- ✓ Fluency passage (text; one per student)
- ✓ Unit 3, 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 3 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 3, 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 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, 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)

- Distribute the **fluency passage** that the group you are working with in this 20-minute block will read.
 - ▲ Excerpt from “The Message to the Fish”
 - Excerpt from “How Doth the Little Crocodile”
 - Excerpt from “The Beginning of the Armadillos”
 - ◆ Excerpt from “Mowgli’s Brothers”
- 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 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Review the Daily Learning Target and discuss what it means.
- Read the excerpt 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:
 - 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.
 - Invite students to place a finger on the word *I*. Turn and Talk:

“Who sent the message to the fish? A man? Or maybe it was a tiger shark sending a message to some pufferfish? Why do you think that?” (a funny character named Humpty Dumpty, from earlier in the Songs from Alice in Wonderland; he likes playing tricks with words)
 - Consider displaying the image of Humpty Dumpty and answer any questions about the character.
 - Turn and Talk:

“What kind of messages do you send?” (notes on folded paper; text messages)
 - Invite students to place a finger on *This is what I wish* and to read it aloud chorally with you. Turn and Talk:

“What does Humpty Dumpty wish? What does he want from the fish? How do you know?” (We might infer he wants to eat the fish—“took a kettle.” The fish refuse his wish.)

“Do the fish say yes to the man? Why do you think that?” (No. “Because they probably don’t want to be eaten.)
 - Read aloud the poem again, emphasizing the rhythm by clapping along. Repeat and invite students to join you.

“What do you notice about the sound of the poem?” (It sounds like a song; it has rhythm.)
 - Read aloud the final rhyming words in the couplets: *fish/wish*, *see/me*, and *was/because*. Turn and Talk:

“What do you notice about these words?” (They have similar sounds; they rhyme.)

“Can you think of a poem in your home language that has rhyme and rhythm?”
 - 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 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 aloud the text three times 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.
- 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 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card because 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 3, 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 3, Week 1: Independent Reading: Student Task Card** and the **Unit 3, 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 retrieve their **fluency passages** and to reread the fluency passage they have been working on. 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 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity 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 definition of *dialogue* and the example at the top of the activity card. Divide the example sentence to show students what the character is saying and the dialogue tag.
- Explain to students that when reading dialogue aloud, they should pay attention to the punctuation and to the dialogue tag so they know how the character feels and may sound when saying the dialogue aloud. Tell students they should change their voice, volume, and tone to match the meaning.
- Focus students on the example sentence.
- Select a student to read it aloud for the whole group.
- Read the sentence aloud, changing voice, volume, and tone to match the meaning of the dialogue and the dialogue tag.
- Ask students to discuss with an elbow partner:

“How does the reader’s voice respond to the dialogue and dialogue tags?” (Intonation goes down at the end to close the sentence; stress the word don’t for emphasis; dialogue is even and volume is normal because of the tag said.)

- ▲:
 1. Focus students on the dialogue in the sentence and invite them to underline it.
 2. Using a total participation technique, ask students to discuss what the sample means.
 3. Explain to students that when reading dialogue aloud, they should pay attention to the punctuation and to the dialogue tag so they know how the character feels and may sound when saying the dialogue aloud. Tell students they should change their tone and volume according to the dialogue tag and the dialogue.
 4. Read the sample aloud again, changing voice, volume, and tone to match the meaning of the dialogue.
 5. Ask students to discuss with an elbow partner:

“How does the reader’s voice change with the dialogue and dialogue tags?” (Intonation goes down at the end to close the sentence; stress don’t for emphasis; dialogue is even and volume is quieter because of the tag thought.)
 6. Invite students to read it chorally with you.

7. Ask students to identify pronunciation errors and how to correct them. If necessary, point out common errors. Example: Many ELLs, including Arabic, Chinese, Spanish, and Vietnamese speakers, may pronounce *thought* as “dot” or “tot.” Allow them to copy your exaggerated exhalation as well as the position of your lips and tongue as you pronounce “th.” They should be able to feel their breath on their hand.
- Invite students to read the first sentence chorally with you. Guide them through underlining/highlighting the dialogue and circling the dialogue tag.
 - Repeat with the rest of the sentences.
 - Consider gradual release of students, depending on the ability of the group—begin by modeling the first sentence and then invite students to do it themselves with the remaining sentences:
 - Point out the dialogue in the sentences; invite students to highlight what the character says.
 - Explain that the author includes the dialogue tags to signal to the reader how the character is feeling when the reader is reading aloud. Explain that knowing this can help them be aware of how to change their voice, volume, and tone when reading aloud.
 - Invite students to refer to their fluency passages from Day 1 and to highlight any dialogue that they find.
 - Invite students to practice reading their passages aloud in pairs, considering the dialogue and dialogue tags as they read.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can identify specific details about characters' thoughts, feelings, and actions in a passage. (RL.4.3)

Day 4

- I can use specific details about characters' thoughts, feelings, and actions to describe an event. (RL.4.3)

Teaching Notes

- On Day 2, students identify the characters' thoughts, feelings, and actions in a passage describing an encounter where predator meets prey from "The Beginning of the Armadillos." Visualizing characters' reactions to events will support reading comprehension as well as writing skills needed for the performance assessment.
- On Day 4, students will use what they have learned about description to elaborate on a single sentence from "The Beginning of the Armadillos." Visualizing and writing about characters' reactions to events will support reading comprehension as well as writing skills needed for the performance assessment..
- **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, and ▲ students may require additional language support to complete the 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.

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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one per student)
- ✓ Unit 3, 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 3, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1; one per student)
- ✓ Unit 3, Week 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)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (answers, for teacher reference)

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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards**. Invite students to retrieve their **Unit 3, Week 1: Independent Reading: Student Task Cards** 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 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- 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 reread the excerpt of the “Beginning of the Armadillos” story on Day 1 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 3, Week 1, Day 1: Additional Work with Complex Text: Student Task Card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Together chorally reread the excerpt of the “Beginning of the Armadillos” story.

- Invite students to briefly summarize the excerpt of the story. Check for understanding and review, if needed, to ensure general comprehension.
- Remind students of the definition of the word *encounter* (to meet or come up against) and have students share the first sentence of the two encounters they underlined yesterday. Explain that today they will be looking carefully at the way the author shows the reader what is happening in the story by describing the characters' thoughts, feelings, and actions in these encounters.
- Direct students' attention to the activity card. Work through the card together using the following sequence:
 1. Ask a volunteer to read the excerpt aloud.
 2. Choose three students to act out the passage.
 3. Reread the passage aloud slowly, stopping to allow students to act out each part.
 4. Reread the passage again, discuss each question, and support students in identifying the characters' thoughts, feelings, and actions and completing the activity on the task card.
 5. Explain that authors often describe characters' thoughts, feelings, and actions to help us imagine important events in a story. Discuss how Kipling's descriptions helped us visualize the events in these important parts of the story. If productive, cue students to provide evidence: "What, in the text, makes you think so?" (Responses will vary.)
- 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 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** and **Unit 3, 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 3, 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 reread the excerpt of the "Beginning of the Armadillos" story on Day 1 of the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card. 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 task card using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Redistribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Together chorally reread the excerpt of the “Beginning of the Armadillos” story.
- Together, read the sentence from “The Beginning of the Armadillos” printed on the task card. Support students in basic comprehension if needed.
- Invite students to compare this brief description to those they worked with on Day 3. How is it the same? Different? How could this description be improved?
- Explain that students will have the opportunity to add to this description by writing more about the character’s thoughts, feelings, and actions.
- Follow the directions on the differentiated task cards to help students discuss and visualize the character’s reaction to this event.
- Support students in adding sentences to the original description.
- Share the writing as time allows. Ideas for sharing:
 - Read to a partner.
 - Share with the larger group at a separate performance time.
 - Choose a peer’s paper, read silently, and write one positive comment to the author.
- Reflect as a group: How can visualizing characters’ thoughts, feelings, and actions make us better readers and writers?
- Collect Teacher-Guided Student Activity Cards to review to identify common issues to use as whole group teaching points.