



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, L.4.3b)

Day 3

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

Teaching Notes

- In this component, students practice for the Mid-Unit 1 Assessment, in which they will be assessed on reading fluency. Each day, students practice reading an unfamiliar text fluently.
- On Days 1 and 3, students decide which criterion they would like to focus on. They then each meet individually with the teacher. Note: Depending on time and the size of groups, you may need to shorten the suggested passage in order to meet with each student individually.
- **Differentiation:** Use this time to prepare students for the mid-unit assessment. ■▲: To provide more support, ask students to read a shorter passage than the suggested passages. To provide more challenge, ask students to practice the text listed on the activity card and then read an unfamiliar passage in the mid-unit assessment simulation (as prompted on the ◆ cards). To support the ▲ group, consider reading aloud words or sentences that students have difficulty with in order to model pronunciation and reading fluency, and then inviting students to repeat them. Consider working with the ◆▲ group last so ELLs will be more familiar with the text and vocabulary before simulating the mid-unit assessment.
- **In advance:**
 - Preview the Mid-Unit 1 Assessment, Part I: Answering Questions about a Literary Text.
 - Prepare materials for independent student groups.

Materials

Day 1 and Day 3

- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 2 ALL Block; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ *The Hope Chest* (from module Lesson 1; one per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and the **Fluency Self-Assessment Checklist**. Display and discuss the learning targets.
- Direct students' attention to the **Fluent Readers Do These Things anchor chart**. Remind students that on the mid-unit assessment, they will be assessed on reading fluently. This week, they will practice reading unfamiliar texts fluently.
- Invite students to complete step 1 on the activity card and choose a criterion that challenges them.
- Invite students to retrieve their copies of *The Hope Chest* and to complete step 2 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Encourage students to keep practicing with a partner. (They may move on to the More Challenge after they have practiced several times.) As students practice in pairs, work with each student in the group individually to complete step 3. Simulate the Mid-Unit 1 Assessment as much as possible. Note: Depending on time and the size of groups, you may need to shorten the suggested passage in order to meet with each student individually.
 - Ask the student which criterion he or she is focusing on.
 - Invite the student to read the text (to provide more support, shorten the suggested passages):
 - ▲: Read page 266.
 - : Read page 266 and the first paragraph on page 267.
 - ◆: Students may read a brand-new text on pages 269–270, stopping after “1856.”
 - Ask the student to summarize what he or she read.
 - Give general as well as specific feedback on the criterion.
- As time permits, invite students to complete the More Challenge. If useful, invite students to share their ideas with the group.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 2's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets.
- Follow a similar routine to Day 1.
 - Invite students to create a goal for step 1, using the **Fluent Readers Do These Things anchor chart** and **Fluency Self-Assessment Checklist**.
 - Invite students to retrieve their copies of *The Hope Chest* and to complete step 2 with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
 - As students practice in pairs, work with each student in the group individually to complete step 3. Simulate the Mid-Unit 1 Assessment. Or, if students have completed the mid-unit assessment, use this as additional assessment time.

- Ask the student which criterion he or she is focusing on.
- Invite the student to read the text (to provide more support, shorten the suggested passages).
- ▲: Read the first paragraph of “Real People” on page 261.
- : Read “Real People” on pages 261–262.
- ◆: Read the first few paragraphs of “Woman Suffrage—Lost and Gained” on page 262.
- Ask the student to summarize what he or she read.
- Give general as well as specific feedback on the criterion.
- As time permits, invite students to share their ideas for the More Challenge.

Conversation Cue: “Can anyone add on to what your classmate just said? I’ll give you time to think.” (Responses will vary.)
- Prepare students for Day 4’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can use the historical notes in *The Hope Chest* to more deeply understand the characters and events in the story. (RI.4.1)
- I can determine the meaning of complex vocabulary. (RI.4.4)

Day 4

- I can use quotation marks to mark direct speech from a text. (L.4.2b)
- I can choose words and phrases to convey ideas precisely. (L.4.3a)
- I can use synonyms and antonyms to demonstrate understanding of words. (L.4.5c)

Teaching Notes

- On Day 2, students read “World War I” on page 267 in *The Hope Chest*. They complete a timeline and discuss how the historical notes might help them to better understand the characters and events in the story. Students ready for more challenge do additional work with the challenging vocabulary in this section.
- On Day 4, students complete a Language Dive. Students work with the adjective *terrible*, using synonyms and antonyms to demonstrate their understanding of this word, helping to address L.4.5c. Students practice using the structure *is a terrible injustice* when writing summary paragraphs during Unit 1, Week 2: Writing Practice. The sentence for today’s Language Dive was also chosen because it articulates a theme of Chapter 4 (see rationale in Language Dive II Guide: *The Hope Chest*).
- **Differentiation:** Intentionally pair students and consider pairing ELLs in home language groups for the discussion in step 2. To provide more support, consider reviewing “The Influenza” from page 266 and the Student Task Card from Day 1. Then read the “World War I” text from page 267 with students and complete the vocabulary in step 2. Invite students to reread the text and complete step 3 on the Teacher-Guided Student Activity Card in lieu of the Student Task Card on Day 3. For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students’ needs and to select the most relevant language goals. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk.
 - Prepare materials for independent student groups.

Materials

Day 2

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ *The Hope Chest* (from module Lesson 1; one per student)
- ✓ Chart paper (one piece per group; used by the teacher to model diagraming)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide II: *The Hope Chest* (for teacher reference)
- ✓ Language Dive Chunk Chart II: *The Hope Chest* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks II: *The Hope Chest* (one to display)

Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Review the learning targets for this activity.
- Ask students to retrieve ***The Hope Chest*** and complete step 1.
 - ▲: Ask students to follow along as you read “World War I” on page 267. Then invite students to work with a partner to put events on the timeline. As students complete the timeline in step 1, respond to any concerns that may have arisen in groups working independently on other components. As necessary, consider also providing the ■ support below.
 - : Ask students to follow along as you read “World War I” on page 267. Ask students to whisper read the text again to themselves. As they do this, respond to any concerns that may have arisen in groups working independently on other components. Then work as a group to complete the timeline on **chart paper**. Consider putting “1915: Stephen joins the war by going to Canada and joining the army there” on the timeline, too.
 - ◆: Invite a student volunteer to read the passage aloud fluently. Then invite students to work with a partner to put events on the timeline. As students complete the timeline in step 1, respond to any concerns that may have arisen in groups working independently on other components.
- ●◆▲: Invite student volunteers to share answers to step 1. Use chart paper to create a public timeline of events. Consider putting “1915: Stephen joins the war by going to Canada and joining the army there” on the timeline, too.

Conversation Cue: “Does anyone agree/disagree with what your classmate said? Why?” (Responses will vary.)

- As a group, complete step 2.
 - ▲: *Overran*: Break down this compound word into the two smaller words. Point out that the word means something similar to and different from *invade*. *Drafted*: Explain that we usually use the word *drafted* only with the military, but *volunteered* can be used in many situations. Invite students to name something they volunteered for, using the frame “Once I volunteered/I have often volunteered to _____.” *Sporadically*: Invite students to think of more examples of things that happen sporadically in their lives and things that happen routinely. Consider pantomiming some of the examples.
 - : As the group discusses each question, cue students with:

Conversation Cue: “How is what _____ said the same as/different from what _____ said? I’ll give you time to think.” (Responses will vary.)
- ●◆▲: Discuss the questions in step 3 as a group.
 - Conversation Cue: “How is what _____ said the same as/different from what _____ said? I’ll give you time to think.” (Responses will vary.)*
 - ▲: Invite students to Think-Pair-Share with the group.
 - ▲: Consider grouping students into home language groups. Post additional sentence frames such as: “After reading the background of World War I, I understand _____.”
 - ◆: Invite students to discuss questions in a triad and then share answers.
- Time permitting, invite all groups to complete the More Challenge.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card** and, time permitting, read the text aloud for students and discuss the gist.

Instruction for Day 4

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Read the sentence on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about the themes in *The Hope Chest*. It will also help them learn more about how sentences are put together, and the different phrases they can use in their own writing.
- Instruct students to work independently on step 1 of the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide II: The Hope Chest**, **Language Dive Chunk Chart II: The Hope Chest**, and **Language Dive Sentence Strip Chunks II: The Hope Chest** to guide students through a Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.