



Reading and Speaking Fluency/GUM

Unit 3, Week 1 : Teacher Guide



Daily Learning Targets

Day 1

- I can set a reading fluency goal. (RF.5.4)

Day 3

- I can consider tone when reading a personal essay aloud fluently. (RF.5.4)

Teaching Notes

- On Day 1, students set a goal for reading their This I Believe essays aloud. Note: You will model reading fluency with Jackie Robinson’s essay, “This I Believe: Free Minds and Hearts at Work.” If you wrote a model This I Believe essay in Unit 2, Week 2: Writing Practice, consider using it as a model throughout this component instead.
- On Day 3, students review through teacher modeling how to use appropriate tone and emphasize different words while reading. Students apply this to improve the reading fluency of their personal essays. Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their personal essays.
- **Differentiation:**
 - Day 1: If students are uncomfortable reading their personal essays aloud to the group, they may choose to read an excerpt of Jackie Robinson’s “This I Believe: Free Minds and Hearts at Work” or of the This I Believe essay shared in Unit 2, Week 2: Writing Practice.
 - Day 3: Each student will read his or her own essay.
- **In advance:**
 - Day 1:
 - Choose one or two paragraphs from “This I Believe: Free Minds and Hearts at Work” to read aloud.
 - Prepare technology necessary to play the audio recording: “This I Believe: Free Minds and Hearts at Work.” Robinson, Jackie. “Free Minds and Hearts at Work.” This I Believe, 1952. NPR. Web. Accessed on 16 Sept. 2016.
<<http://www.npr.org/templates/story/story.php?storyId=89030535>>
 - Day 3: Choose a section of “This I Believe: Free Minds and Hearts at Work” to read aloud to students. Underline a few words or phrases in the essay to emphasize as you read. Choose words or phrases that are central to the theme of the text or that are particularly well said.
 - Prepare materials for independent student groups.

Materials

Day 1

- Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- Fluency Self-Assessment Checklist (from Module 1 ALL; one per student)
- This I Believe essay (students' own; completed in Unit 2, Week 2: Writing Practice; one per student)
- "This I Believe: Free Minds and Hearts at Work" (audio recording; play in entirety; see Teaching Notes)
- "This I Believe: Free Minds and Hearts at Work" (essay; one to display)
- Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- This I Believe essay (students' own; completed in Unit 2, Week 2: Writing Practice; one per student)
- "This I Believe: Free Minds and Hearts at Work" (new copy of the essay; pre-marked, see Teaching Notes; one per student)
- Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Instruction for Day 1

- Distribute the **Unit 3, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **Fluency Self-Assessment Checklist**, and briefly review each criterion.
- Invite students to retrieve their **This I Believe essays**. Share with students that their essay will be their fluency passage this week, and they will read it aloud to a small group on Day 4.
- Invite students to complete step 1 on 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.
- Invite students to share out their ideas for step 1. Tell them they will now have an opportunity to see which of the criteria from the Fluency Self-Assessment Checklist Jackie Robinson meets as he reads his This I Believe essay aloud.
- Play the audio recording "**This I Believe: Free Minds and Hearts at Work**" and invite students to complete step 2.
- After a few minutes, use a total participation technique to invite responses from the group.
- Invite students to highlight the following focus criteria for this week:
 - "I can use the appropriate tone to express the author's meaning."
 - "I can read at a speed that is appropriate for the piece."
- Read the previously chosen paragraph(s) from the essay "**This I Believe: Free Minds and Hearts at Work**" twice, making intentional mistakes on tone and speed on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed "fluent" to them.
- Guide students through setting a goal. They can work on additional criteria, but they should work on at least tone and speed.
 - ▲: Consider a simple sentence frame such as: "My goal is _____. I will achieve it by _____."

- If time permits, invite students to tell their goals to a partner and/or begin whisper reading to themselves.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for Day 2’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

Instruction for Day 3

- Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their This I Believe essay.
- Invite students to retrieve their **This I Believe essay** and remind them that this week one of the focus criteria is:
 - “I can use the appropriate tone to express the author’s meaning.”
- Ask:
 - “How would you describe Jackie Robinson’s tone when he read his This I Believe essay?” (confident and self-assured)*
 - “What tone of voice do you think would best express the meaning behind your This I Believe essay? Why?” (Responses will vary, but may include: a passionate, confident tone.)*
- Define the word *conviction* (with purpose). Tell students they should read their essays about their belief with conviction.
- Invite students to whisper read their This I Believe essay to a partner with conviction. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Invite students to share how they created a voice with conviction (e.g., emphasize certain words, speak louder in certain places, enunciate, slow down in certain spots, deepen their voice, etc.). Share that one of the ways readers express a specific tone, like conviction, is to emphasize certain words or phrases with their voice.
 - ▲: Post a sentence frame for discussion, such as: “To read with conviction, I tried to _____ and _____.”
- Distribute the pre-marked **“This I Believe: Free Minds and Hearts at Work”** essay. Read aloud a section of the text, emphasizing the underlined words.
- Using a total participation technique, invite responses from the group:
 - “How did I emphasize the underlined words in the passage?” (Responses will vary, but may include: changing the volume, pitch, and or/speed of your voice.)*
- If productive, cue students to add on to what a classmate said:
 - Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”*
- ▲: Ensure the effect of pausing or emphasizing words is transparent. Ask:
 - “How does emphasizing certain words and phrases aid in comprehension?” (It helps the reader pay closer attention to important words.)*
 - “Can you figure out what kinds of words we emphasize in English?” (content words, important words; not function words such as to, that, by, with, and, or the)*

Additional Language and Literacy Block

- Invite students to skim their essays and underline at least ten words or phrases they would like to emphasize.
- Invite students to practice reading their passages aloud:
 - Using an appropriate tone and emphasizing the words they underlined
 - Varying the speed at which they read different sections.
- Prepare students for Day 4’s independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.



Additional Work with Complex Text

Unit 3, Week 1 : Teacher Guide



Daily Learning Targets

Day 2:

- I can use my understanding of domain-specific vocabulary to better understand a text. (RI.5.4, L.5.4)

Day 4:

- I can understand and use complex English language structures. (L.5.1)
- I can understand and use the academic word *however* to signal contrast. (L.5.6)

Teaching Notes

- On Day 2, students continue to build knowledge of baseball-specific vocabulary and how acquiring domain-specific vocabulary can help a reader understand a text better. If you have students who play or watch baseball or softball, consider letting them lead the review of baseball terminology in step 2. Discuss with the student privately beforehand so he or she can be prepared.
- On Day 4, all students participate in a Language Dive centered on L.5.1 and L.5.6. They practice using the word *however* to signal contrast. They practice this language structure in Unit 3, Week 2: Writing Practice when they write an informative essay about the factors for their own personal success.
- **Differentiation:**
 - For Day 2, for heavier support, consider focusing on steps 1–2 of the activity card only to be sure students have the necessary vocabulary to understand the text. Consider staging and acting out the second paragraph to help students understand Abbott’s struggles. Consider bringing in a glove and baseball for students who may not be familiar with them, and let them practice, in an appropriate area of the classroom or outside, gently throwing and catching with the same hand.
 - 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:**
 - Day 2:
 - Consider building your own background knowledge on baseball terminology.
 - Consider choosing videos to illustrate how Jim Abbott used quick reflexes and determination to become a great baseball player.
 - Day 4:
 - 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. Select from the questions and goals provided to best meet your students’ needs.

- Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 2 module lesson) as necessary.
- Prepare materials for independent student groups.

Materials

Day 2

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (completed on Day 1; one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

Day 4

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Language Dive Guide: “Jim Abbott” (for teacher reference)
- ☑ Language Dive Chunk Chart: “Jim Abbott” (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks: “Jim Abbott” (one to display)

Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the learning target for this activity.
- Invite students to complete step 1 on 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.
 - ▲: Clarify the meaning of the word *bunt*. Consider posting some simple sentence frames for students to use while discussing with a partner, such as: “The opposing team might bunt against Jim Abbott because ____ and ____.” “He would need quick reflexes because ____.” “Because I know what a bunt is, I understand ____.”
- Debrief student answers for step 1.
- Tell students to retrieve their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards**.
- As a group, debrief step 2 and review baseball terms as needed. If needed, briefly review the rules and objectives of baseball.
- Ask:
 - “In what ways was Abbott a success? What, in the text, makes you think so?” (He had many fans and was able to handle the fame well.)*
 - “On the other hand, why did people question Abbott’s ability? What, in the text, makes you think so?” (He was easy to steal against and had a low fielding percentage.)*
- Complete the rest of the activity card as a group.
- If productive, cue students to provide evidence:
 - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)*

- If productive, cue students to explain why a classmate came up with a particular response:
Conversation Cue: “Who can explain why your classmate came up with that response?” (Responses will vary.)
- ▲: Consider posting sentence frames to aid in discussion or a word bank of personal qualities such as *determined, fearless, creative, hard-working, optimistic, articulate, mature, cooperative*. Students can use the word bank on Day 3 as well.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for **Day 3’s independent activity using Unit 3, Week 1: Additional Work with Complex Text: Student Task Card.**

Instruction for Day 4

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card.** Display and discuss learning targets.
- Read the sentence at the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about how sentences are put together, and they will learn 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: “Jim Abbott,” Language Dive Chunk Chart: “Jim Abbott,”** and **Language Dive Sentence Strip Chunks: “Jim Abbott”** to guide students through the 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.