



## 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.3.4, L.3.3b)

##### Day 3

- I can read a passage aloud fluently, paying attention to punctuation. (RF.3.4)

#### Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students review how to read punctuation through teacher modeling. They then apply this to improve their reading fluency of differentiated passages. Note: There is no Teacher-Guided Student Activity Card for Day 3. Students mark their fluency passage.
- Note: This lesson assumes students have completed module Lesson 2.
- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Appendix in your Module 1 Module Lessons Teacher Guide for additional information on Language Dives and for the resource Questions We Can Ask during a Language Dive.
- **Differentiation:** Each group of students will read a different excerpt from “*Peter Pan: The Author and Historical Context*” based on their fluency skills. To provide more challenge, invite students to extend their passage on Day 3. To provide additional language support, lead ELLs through the Mini Language Dive.
- **In advance:**
  - Prepare the Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ “*Peter Pan: The Author and Historical Context*” (one per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 1; one per student)
- ✓ Highlighter (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 3

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Fluency passage (from Day 1; one per student)
- ✓ Highlighter (one per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

### Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Invite students to retrieve their copies of "**Peter Pan: The Author and Historical Context**" and mark the fluency passage they will use to work on reading fluency.
  - Excerpt from the beginning to the end of Paragraph 4: "This is the classic story we now know as *Peter Pan*."
  - ▲ Excerpt from the beginning to the end of Paragraph 7: "from today and this is reflected in the literature written at the time."
  - ◆ Excerpt from the beginning to the middle of Paragraph 8: "who often did not understand the people or places they encountered."
- Invite students to preview the text by silently reading it independently or to whisper read 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.
- Clarify the gist of the appropriate excerpt with students. Reread as needed.
- ▲ Mini Language Dive: "At the time this book was written / in the early 1900s, / life in England / was very different from today / **and this is reflected** / in the literature written at the time."

*Note: This Mini Language Dive will span Day 1 and Day 3.*

- Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
  - *and this*: "What?" Meaning: Life in England during the early 1900s. Suggested questions: "How do you know what *this* refers to? How does the word *and* link the two parts of the sentence?" (conjunction; pronoun)
  - *is reflected*: "What?" Meaning: *reflected* means we can see something. Suggested questions: "We sometimes say a mirror or a window reflects something. What does a mirror reflect? How does that help you understand how a book might reflect something?" (present passive verb)
- Reconstruct: Reread the sentence. Ask:
  - "Now what do you think the sentence means?"**
  - "How does your understanding of this sentence add to your understanding of the meaning of the passage?"**

*Note: End here for Day 2. On Day 4, reread the Mini Language Dive sentence and continue with instruction:*

- Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggested practice: "The imagination of childhood is reflected in \_\_\_\_\_. "The \_\_\_\_\_ is reflected in *Peter Pan*." "My love of \_\_\_\_\_ is reflected in \_\_\_\_\_."

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist** and review each criterion as needed.
- Invite students to highlight (using a **highlighter**) the following focus criteria for this week:
  - “I can correct myself and reread when what I read was wrong or didn’t make sense.”
  - “I can read my text at a speed that is appropriate for the piece.”
  - “I can notice and read punctuation.”
  - “I can use the appropriate volume and change volume naturally as if I am talking to a friend.”
- Read the text aloud two or three times, making intentional mistakes 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. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (If time is short, prioritize choral reading in the following step for ▲ students.)
- As time permits, invite students to read the passage (or a portion of the passage) aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.
  - ▲: Model setting a goal aloud first.
  - ▲: Invite students to say their goals out loud before they write them.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.

### Instruction for Day 3:

- Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.
- Remind students of the **Fluent Readers Do These Things anchor chart**. Review learning targets.
- Ask students to retrieve the **fluency passage**.
- Read the group fluency passage and emphasize how the punctuation (especially commas and periods) adds pauses and changes the tone of voice you might use.
  - ◆: Invite students to read it chorally, or invite a student to read it as a model.
  - ▲: Ensure the effect of punctuation is transparent. Ask:
 

*“What effects do the commas and periods have on my voice as I read this passage? How does this aid in comprehension?” (Punctuation signals a pause and change in tone. It helps the reader understand the separate ideas in the text.)*
- Invite students to use the **highlighter** to mark or underline any punctuation in their fluency passage that might add a pause or be a reason to change the tone with which they speak. 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 annotate and add notes to help them remember the tone they would like to use.
  - ▲: Return to the Mini Language Dive from Day 2.

- Invite students to practice reading their passages aloud with a partner, 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 elderly person or a character from a TV show. For more challenge, invite a student to read to the group for steps and stairs feedback.
- Prepare students for Day 4's independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Encourage students to remember their goal from Day 1 (if needed, distribute the Teacher-Guided Student Activity Cards). Remind them they will have a chance to assess their progress toward this goal on Day 4.



## Additional Work with Complex Text

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can determine the key details from a text. (RI.3.2)

##### Day 4

- I can understand and practice using complex English language structures. (L.3.1, L.3.3)
- I can use words that refer to people. (L.3.1f)
- I can identify character traits in characters from *Peter Pan*. (RL.3.3)

#### Teaching Notes

- On Day 2, students work in pairs to paraphrase key details from J.M. Barrie's life. They then place the events on a group timeline. They will use this large timeline on Day 3.
- On Day 4, all students participate in a Language Dive centered on L.3.1. Students are introduced to L.3.1f and will work more with this standard, including pronouns, in Unit 2 and in additional Mini Language Dives throughout Units 2–3. Students also practice using pronouns correctly when they write a characters analysis paragraph of Tinker Bell in Writing Practice, Week 2, Days 1–4. The sentence for today's Language Dive was also chosen because it illustrates a major character trait of Tinker Bell (see rationale in Language Dive Guide: *Peter Pan*, Chapter 3).
- Recall that the Language Dive format has been modified to reflect a more student-centered approach (see Unit 1 Overview).
- **Differentiation:** For Day 2, arrange Scrambled Paragraphs from “*Peter Pan: The Author and Historical Context*” (from Day 1) in order to be intentional when assigning the paragraphs to students. Intentionally pair students and consider pairing ELLs in home language groups. To provide heavier support, consider partially filling in timeline cards for some pairs with the paraphrased key detail or display the model timeline cards. 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 task card.
- **In advance:**
  - Prepare one set of the Scrambled Paragraphs from “*Peter Pan: The Author and Historical Context*” for the group. (See Unit 1, Week 1, Day 1: Additional Work with Complex Text materials). Each pair will work with one paragraph.
  - 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 Questions We Can Ask during a Language Dive anchor chart (from Lesson 7 module lesson).
  - 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)
- ✓ Unit 1, Week 1, Day 1: Additional Work with Complex Text: Scrambled Paragraphs from “*Peter Pan: The Author and Historical Context*” (from Day 1; one paragraph per pair)
- ✓ Timeline cards (one per pair in the ■●◆▲ groups)
- ✓ Model timeline cards (one per pair in the ■▲ groups)
- ✓ Scissors (one per pair)
- ✓ Chart paper (one per group; used by students to make a large timeline)
- ✓ 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: *Peter Pan*, Chapter 3 (for teacher reference)
- ✓ Language Dive Chunk Chart: *Peter Pan*, Chapter 3 (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 3 (one to display)

## Instruction for Day 2:

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss learning targets.
- Distribute the necessary materials and guide students through the activities on the activity card. As students work in pairs on steps 1–2, respond to any concerns that may have arisen in groups working independently on other components.
- For step 3, encourage students to write the important events on the **timeline cards** in their own words.
  - ▲: Walk students through the **model timeline cards** before having them complete step 3. As students cut the cards with **scissors** and assemble the timeline on **chart paper** in step 4, discuss how the dates help the reader know the sequence of events in a historical text.
- Collect Teacher-Guided Student Activity Cards. Post chart paper with timeline for students to use as they work independently on Day 3.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card** and walk through the Day 3 task, providing models where helpful.

**Instruction for Day 4:**

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. 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 character traits of Tinker Bell. It will also help them learn more about how sentences are put together, and students will learn different phrases they can use in their own writing.
- Instruct students to work with a partner on 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.
- Use **Language Dive Guide: *Peter Pan*, Chapter 3**, **Language Dive Chunk Chart: *Peter Pan*, Chapter 3**, and **Language Dive Sentence Strip Chunks: *Peter Pan*, Chapter 3** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction. For example, if students wonder why the author used *she* instead of *he*, start with the second chunk.
- Collect Teacher-Guided Student Activity Cards to review student responses.