



## Reading and Speaking Fluency/GUM

### Unit 2, 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 and at an appropriate speed. (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 the students to work independently with the texts. On Day 3, students practice reading the text at an appropriate rate. Note: There are no Teacher-Guided Student Activity Cards for Day 3.
- Note: These lessons assume students have completed module Lesson 3.
- **Differentiation:** Each group of students will read a different excerpt from “Real Lives: Angola, Africa” based on their fluency skills. To provide additional language support, lead ELLs through the Mini Language Dive on Day 1 and revisit on Day 3. Depending on the needs of your students, consider focusing on a different criterion from the Fluency Self-Assessment Checklist on Day 3.
- **In advance:**
  - Prepare the Fluency Self-Assessment Checklist (see Module 1).
  - Prepare materials for independent student groups.

#### Materials

##### Day 1

- ✓ “Real Lives: Angola, Africa” (from module Lesson 3; one per student)
- ✓ Unit 2, Week 1, Day 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 2, 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)
- ✓ Timer (one per pair)
- ✓ Fluency passage (from Day 1; one per student)
- ✓ Unit 2, 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 “**Real Lives: Angola, Africa**” and mark the fluency passage they will use to work on reading fluency:
  - : Excerpt from the beginning to the end of Paragraph 3: “... now maintains the system and teaches hygiene to the rest of the community.”
  - ▲: Excerpt from the beginning to the first sentence in Paragraph 5: “Unfortunately, Mabuia remains the exception rather than the rule in Angola.”
  - ◆: The entire article.
- 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 passage with students. Reread as needed.
- ▲: Mini Language Dive: “Unfortunately, / **Mabuia remains the exception rather than the rule** / in Angola.”

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *Mabuia*: “What is this chunk about?” The place, *Mabuia*, is the subject of the sentence. The author is specifically referring to the solution to Mabuia’s water pollution problem. (proper noun; subject)
  - *remains the exception rather than the rule*: “What about Mabuia?” Mabuia is different from other places in Angola; even though Mabuia has a solution to the problem of water pollution, most places in Angola still do not. (verb phrase; idiomatic phrase)
- Practice: “Unfortunately, \_\_\_\_\_ remains the exception rather than the rule.” (Unfortunately, my favorite sports team winning remains the exception rather than the rule.)
- Reconstruct: Reread the sentence. Ask:

**“Now what do you think the sentence means?”**

*Note: End here for Day 1. On Day 3, reread the Mini Language Dive sentence and continue with instruction:*

**“Why did the author include this sentence?” (The author may have wanted to express an opinion that the solution in Mabuia should be used in other places.)**

**“What other words can we use in place of Unfortunately that would keep the same meaning of the sentence? What word could we use to change the meaning?”**

- Practice: “Unfortunately (or Unluckily, Regrettably, or Sadly), \_\_\_\_\_ remains the exception rather than the rule.” (Regrettably, clean water remains the exception rather than the rule.)
- If time permits, students may also practice the opposite meaning: “Luckily, \_\_\_\_\_ remains the exception rather than the rule.”
- Distribute the **Unit 2, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and the **Fluency Self-Assessment Checklist**, and briefly discuss each criterion.

- Invite students to use a **highlighter** to highlight 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 read groups of related words and phrases together.”
- Read a small part of 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.
  - ▲: If needed, 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 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**.

### Instruction for Day 3

- Note: There are no Teacher-Guided Student Activity Cards for this lesson.
- Remind students of the **Fluent Readers Do These Things anchor chart**. Tell them that today they will work on the following criterion: “I can read my text at a speed that is appropriate for the piece.”
- Ask:
 

*“Why do we read texts at an appropriate speed? What is the problem with reading too fast? Too slowly?” (Responses will vary, but may include: If someone reads too slowly, it can be hard to stay focused on the meaning. If someone reads too quickly, he or she may miss important points.)*

*“Why do we read different texts at different rates?” (Responses will vary, but may include: Readers read different texts at different rates depending on the purpose and tone they want to convey. For example, if a reader was reading a story aloud that was very exciting, she may read more quickly. If a reader was reading something aloud that was explaining a complicated process, she may read more slowly and deliberately.)*

**Conversation Cue: “Who can add on to what your classmate said?”**
- Arrange students in pairs and distribute **timers**.
- Invite students to whisper read their **fluency passage** while their partner times them. If time permits, they may switch roles. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Return to the Mini Language Dive from Day 1.

- Ask students to estimate how many minutes a fluent reader would need to read the excerpt aloud. Post the time. (Times will vary, but the suggested time is 6 minutes.)
- Set a timer and invite pairs to each try to read the excerpt in the allotted time. If useful, invite students to set their own timekeeping device in independent pairs.
- Refocus the group and invite students who are not meeting the target speed to try to read the excerpt again, this time subtracting at least 15 seconds.
  - : Invite students to share strategies for reading at a steady rate (e.g., read words or phrases together in cohesive groups). To provide heavier support, invite students to underline words or phrases to read together.
  - ▲: Invite students to practice pronouncing difficult words in the text as a group before they read (e.g., *dangerous*, *crocodiles*). To ensure comprehension, also review the meaning of unfamiliar words.
- Repeat this process until students are reading at an appropriate rate.
- If needed, remind all students to pay attention to punctuation, even as they are trying to read quickly. They should add pauses and change the tone of the voice they use according to the punctuation. If useful, invite a few students to model reading aloud with expression and at an appropriate speed.
- Prepare students for the next day's independent activity using the **Unit 2, 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 students they will have a chance to assess their progress toward this goal on Day 4. Consider grouping students into smaller groups (e.g., triads) for Day 4 because students may need more time to read their excerpt aloud.



## Additional Work with Complex Text

### Unit 2, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- ■▲ I can use details from the text to determine the author's point of view. (RI.3.6)
- ●◆ I can distinguish my point of view from the author's point of view. (RI.3.6)

##### Day 4

- I can understand and practice using complex English language structures. (L.3.1)
- I can use linking words and phrases to connect opinion and reasons. (W.3.1c)
- I can explain the literal and nonliteral meanings of words and phrases. (L.3.5a)

#### Teaching Notes

- On Day 2, students work on understanding and articulating the author's point of view. See Differentiation for more specific information.
- On Day 4, students complete a Language Dive. They work with the linking phrase *As a result* to help address L.3.1i and W.3.1c. Students will practice using this linking phrase in Unit 2, Week 1: Writing Practice when they write an opinion text. The sentence for today's Language Dive was also chosen because it articulates a solution to a water issue. (See rationale in Language Dive Guide: "Real Lives: Angola, Africa.")
- **Differentiation:**
  - Preview the Day 2: Teacher-Guided Student Activity Cards for this component. Depending on Exit Ticket: "Real Lives: Angola, Africa" and your own observations in module Lesson 3, form groups of students who need similar support. Students who have a hard time identifying the author's point of view should work with the ■▲ card. Students who need more practice comparing points of view should work with the ●◆ card.
  - 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. Preview the Language Dive to consider your students' needs and to select the most relevant language goals.
- **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. Select from the questions and goals provided to best meet your students' needs.
  - Prepare materials for independent student groups.

## Materials

### Day 2

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Describing Point of View anchor chart (begun in module Lesson 2)
- ✓ Chart paper (optional; one piece)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

### Day 4

- ✓ Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: “Real Lives: Angola, Africa” (for teacher reference)
- ✓ Language Dive Chunk Chart: “Real Lives: Angola, Africa” (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: “Real Lives: Angola, Africa” (one to display)

## Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss the learning target.
  - ▲: Review the **Describing Point of View anchor chart**.
- Instruct students to work with a partner 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.
- Debrief step 1 and invite student volunteers to share their answers. Cue students with:
 

**Conversation Cue: “Do you agree or disagree with what your classmate said? Why?” (Responses will vary.)**

▲: Invite students to translate the words *luxury*, *necessity*, and *right* in their home language, and to discuss the meaning of each.
- Invite students to complete step 2.
  - ▲: If needed, illustrate the author’s logic by writing “If facilities = access to clean water, and facilities = a necessity and a right, then access to clean water = ??” on **chart paper** before students discuss in pairs.
  - ◆: If productive, invite student volunteers to compare their answers with their partner’s. Cue students with:
 

**Conversation Cue: “How is your answer similar to or different from your partner’s?”**
- ■ ▲: Invite students to follow along as you read the boxes in step 3. Consider reading each text twice, as needed. Then ask students to work with a partner to identify the sentence that best shows the author’s point of view. As students share answers, ask:
 

**“Which word in the sentence helps you know the sentence is giving someone’s perspective on a fact and not just a fact?” (Unfortunately)**

**“What other words could the author use?” (Regrettably, Sadly)**



*“What if the author had used the word **Luckily** to start the sentence? Would that change what you think about the author’s point of view? What else do you expect to change in the text?” (Yes, the author’s point of view would be that the change in Mabuia was not a good thing. The author also may include other details that show how the change was a bad thing.)*

- ■▲: Invite students to complete step 4. Ensure they understand the difference between phrases such as *for example* and *for instance* and words like *thankfully*. *For example* introduces information, but the language alone doesn’t tell the point of view (even though these phrases can be used to introduce information that supports a point of view). However, words such as *sadly* or *thankfully* signal a point of view in that word alone.
- ▲: Invite students to share the meaning of each word or phrase with a partner before they determine which ones to circle. (Responses will vary, but may include: *Thankfully* means to feel fortunate about something.)
- ●◆: Students who are ready for more challenge can answer either or both of the questions. If needed, students can answer them aloud with a partner or individually.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card**. Model steps on the task card as needed.

#### Instruction for Day 4

- Distribute the **Unit 2, 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 water issues and solutions. 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 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: “Real Lives: Angola, Africa,” Language Dive Chunk Chart: “Real Lives: Angola, Africa,”** and the **Language Dive Sentence Strip Chunks: “Real Lives: Angola, Africa,”** to guide students through the Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.