



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.3.4, L.3.3b)

Day 3

- I can read a passage aloud fluently and with the appropriate tone. (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 with different tones. Note: There are no Teacher-Guided Student Activity Cards for Day 3.
- **Differentiation:** Each group of students will read a different excerpt from the model PSA video script based on their fluency skills. To provide additional language support, lead ELLs through the Mini Language Dive on Day 1 and revisit it on Day 3. Depending on the needs of your students, consider focusing on different criteria 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

- ✓ Model PSA script (from module Lesson 3; one per student)
- ✓ 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; one per student)
- ✓ Highlighter (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 3

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Fluency passage (from Day 1; one per student)
- ✓ Unit 3, 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 the **model PSA script** and mark the fluency passage they will use to work on reading fluency:
 - : Excerpt from the beginning of Paragraph 2 to the end of Paragraph 3: “... so unplug it.”
 - ▲: Excerpt from the beginning to end of Paragraph 4: “... for when you are shopping.”
 - ◆: The entire script.
- Invite students to review 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.
- Briefly clarify the gist of the text.
- ▲: Mini Language Dive: **“Keep an eye out for them”** / when you’re shopping.”

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

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *Keep an eye out*: “What does this expression mean?” It means to pay attention or look for something. There are other related idioms (*keep your eyes peeled* and *keep your eye on*) that mean the same thing. Students can take turns pantomiming the literal meaning (one eye opened very wide) and the nonliteral meaning (someone looking around). (verb phrase; idiom)

“What is the subject of this sentence?” (This is an imperative sentence, or a command, so the subject is you—implied subject.)

- Practice: “_____ [another phrase] for them.” (Look out for them. Pay attention for them. Watch out for them.)
- 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 wanted to tell the reader to take action on a simple solution and used an idiom to say it in an interesting, personable way.

“How might you use this phrase in your PSA? Are there other water issue solutions that may involve keeping an eye out for or paying attention to something?” (Examples: Keep an eye out for leaky faucets. Keep an eye out for books about water conservation. Keep an eye on how much time you spend in the shower.)

- Practice: “Keep an eye out for _____ when you are (walking the halls of school/ playing at recess/in the classroom).” (Keep an eye out for the hall monitor when you are walking the halls of the school. Keep an eye out for rain clouds when you are playing at recess.)
- Distribute the **Unit 3, 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 read my text at a speed that is appropriate for the piece.”
 - “I can read smoothly without many breaks.”
 - “I can notice and read punctuation.”
 - “I can use the appropriate tone to express the author’s meaning.”
- 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 3, 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 use the appropriate tone to express the author’s meaning.”
- Ask:

“Why do we read texts with an appropriate tone? (Responses will vary, but may include: If someone reads with the wrong tone, it will change the meaning of the text. Therefore, we want to read with a tone that expresses the meaning of the author.)”
- Post and read a simple sentence such as “Oh yeah, I want to swing” using two tones (e.g., excitedly, angrily, or sarcastically) and ask students to discuss with a partner how the meaning of the sentence changes depending on the tone.
- Remind students that even though fluent readers use an appropriate tone, the tone of their voice changes slightly whenever they encounter punctuation. Add an exclamation mark and then a question mark to the sentence (“Oh yeah, I want to swing!” and then “Oh yeah, I want to swing?”) and discuss how the tone and meaning change with the punctuation.
 - ▲: To help students see the effect of question marks, ask: “What effects do the question marks have on my voice as I read this passage? How does this aid in comprehension?” (A question mark signals that the sentence should be read with a voice that goes up in pitch at the end. It helps the reader understand that this is the question.)

- Invite students to refer to their **fluency passage** and to highlight or underline any punctuation 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.
- ▲: Return to the Mini Language Dive from Day 1.
- Ask:
 - “What overall tone do you think this piece should have? Why?” (Responses will vary, but may include: enthusiastic tone, optimistic tone, informative tone.)*
 - Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)*
 - Conversation Cue: “Where will your tone of voice change because of punctuation?” (Responses will vary, but students should note the question marks.)*
- Invite students to practice reading their passages aloud with a partner:
 - Using an appropriate tone
 - Adding pauses and changing the tone of voice they use according to the punctuation
 - (if time permits) In different tones (e.g., with a tone of fear or uncertainty)
- If needed, extend the excerpts of the ■●▲ groups to include the entire excerpt.
- Prepare students for Day 4’s independent activity using the **Unit 3, 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 that they will have a chance to assess their progress toward this goal on Day 4.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can describe what water solutions look like and sound like. (RI.3.1)

Day 4

- I can use linking words to connect ideas. (W.3.2c)
- I can use coordinating and subordinating conjunctions. (L.3.1h)
- I can understand and practice using complex English language structures. (L.3.1i)

Teaching Notes

- On Day 2, students begin a chart to describe what water solutions look like or sound like. They continue working independently on this chart on Day 3. On Day 4, students complete a Language Dive. Students work with the subordinating conjunction *if* as well as the coordinating conjunction *and* to help address **L.3.1h** and **L.3.1i**. Students then practice using the subordinating conjunction *if* in Unit 3, Week 2: Writing Practice when they write a letter outlining the water issue and possible solution. The sentence for today's Language Dive was also chosen because it connects to the big idea by helping students understand ways to persuade others to take action to contribute to a better world (see rationale in Language Dive Guide: *One Well*).
- Note: If students have not participated in a conversation such as “What does this look like? What does this sound like?” before, you may need to spend a few minutes practicing with a familiar topic, such as a fun recess.
- **Differentiation:** For Day 2: Preview the What Water Solutions Look Like chart. ●◆: Consider asking students to do the activity in pairs or triads. Intentionally pair students. ▲: Consider pairing ELLs in home language groups. Also, consider putting more advanced ELLs in the ●◆ group. ■: Consider partially filling in more of the chart for some students. For Day 4, refer to the Language Dive Guide for differentiation. Not all students will complete the activity card.
- **In advance:**
 - Preview the Language Dive Guide and select from the questions and goals provided to best meet your students' needs.
 - 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)
- ✓ *One Well: The Story of Water on Earth* (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)
- ✓ What Water Solutions Look Like chart (one per student)
- ✓ Chart paper (one per group; used by the teacher to model diagraming)

Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Language Dive Guide: *One Well* (for teacher reference)
- ✓ Language Dive Chunk Chart: *One Well* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: *One Well* (one to display)

Instruction for Day 2:

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Display and discuss the learning target.
- Invite students to open their copies of *One Well: The Story of Water on Earth* and complete step 1 with a partner, and respond to any concerns that may have arisen in groups working independently on other components.
 - ▲: Read the paragraph aloud and ask students to follow along. Then invite them to complete the questions on their own.
 - ◆: If useful, ask students to write their discussion answers.
- Invite student volunteers to share answers to step 1.

Conversation Cue: “What sentence in the paragraph makes you think so?” (Responses will vary.)

Conversation Cue: “Can anyone add to what your classmate said?” (Responses will vary.)

- Ask students to retrieve their **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**. Using the ideas generated on the chart on the task card, work as a group to fill in the **What Water Solutions Look Like chart**. Note: If students are unfamiliar with the “looks like, sounds like” conversation, practice with something familiar, such as a fun recess.
 - : Using **chart paper**, model by thinking aloud on the first two rows. Then invite students to work with a partner on the third row before sharing their ideas with a group. Repeat with the remaining rows. Before the time ends, look back in the text and fill in the “Things I Can Do” column to support students on Day 3. Remind students there is usually more than one solution per paragraph and they can reread paragraphs to find more.
 - ▲: Using chart paper, model by thinking aloud about the first two rows. Then work as a group for the remaining rows. Invite students to turn and talk with a partner before they volunteer answers to the group. Consider posting a sentence frame for discussion, such as: “I thought something similar to/different from what __ (name of classmate) said because ____.”

- ◆: Using chart paper, model by thinking aloud about the first row. Invite students to work in pairs or triads instead of whole group. Circulate to provide assistance and periodically share student work as a model for other groups. Debrief as a whole group periodically. Remind students that there is usually more than one solution per paragraph and they can reread paragraphs to find more.
- As time permits, invite students to discuss how they can use this thinking when they write their PSA.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3's independent activity using the Unit 3, Week 1: Additional Work with Complex Text: Student Task Card. Encourage students to continue thinking about how they can use these solutions in their own PSAs.

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 on the top of the activity card. Tell students they will study this sentence carefully. It will help them learn more about things they can do to become “well aware.” 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 to make their calls to action more interesting.
- 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: One Well**, **Language Dive Chunk Chart: One Well**, and the **Language Dive Sentence Strip Chunks: One Well** to guide students through a Language Dive. Use the student questions generated in step 1 to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.