



Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 1: Teacher Guide



Daily Learning Targets

- I can read a text aloud fluently and accurately. (RF.4.4)
- I can define the words *fluently* and *accurately* in my vocabulary log. (RL.4.4, L.4.4)

Teaching Notes

- In this component, students read the poem “Stopping by Woods on a Snowy Evening” from the back of their copy of *Love That Dog* for fluency. This is the same text read closely in the Unit 1, Lesson 4 module lesson.
- In this lesson, a third independent work component is introduced, to begin to get students used to cycling through three components in a 60-minute ALL Block. For this week, the new independent work component contains elements of Word Study and Vocabulary and also Reading and Speaking Fluency/GUM.
- Because students are learning the routines and components of the ALL Block, this lesson contains 15 minutes of whole class instruction, resulting in only 15 minutes of small group instruction with each of the three groups.
- In a typical ALL Block hour, there will be three 20-minute teacher-led sessions with three strategically organized groups, while students complete one 20-minute session with the teacher and work on two components independently, one of which is always Independent Reading.
- When students are not meeting with the teacher, they work independently. In this lesson, they read independently and practice adding words to their vocabulary logs. Consider alternative activities if students are unlikely to stay focused for these activities.
- In this component, students work with the teacher in differentiated groups. Suggestions for grouping for Reading and Speaking Fluency/GUM for this week are made in the Unit Overview. Groups are flexible and should change depending on the component and the task card.
- **Differentiation:** Students will read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Mini Language Dive (e.g., sketch a snowy forest with a gentle wind and soft snowstorm, downy feathers, etc.). Focus students on a shorter excerpt with an emphasis on the meaning of the excerpt rather than on perfect fluency, and omit the angry and very excited variations. For lighter support, help students understand and read the entire excerpt instead of the shorter version selected for ELLs.

■ **In advance:**

- Post Poster Walk Poster 4.
- Prepare materials required for independent work (see Independent Work and Independent Reading task cards)
- Organize the room and prepare the materials needed for the Independent Reading and the Independent Work students will complete. The materials for the two independent components should be situated in different areas of the room to ensure students are working in a group with others on the same component task card.

Materials

- ✓ Poster Walk Poster 4 (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (one per student)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (one per student)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog* (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ Sticky notes (two per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)
- ✓ ▲ Chart paper (optional; one piece)

Whole Class Instruction: Introducing Reading and Speaking Fluency (15 minutes)

- Remind students that this week they are continuing to learn about the ALL Block, its purpose, and how it works.
- Using a total participation technique, invite responses from the group:

“What kinds of tasks will you be working on in the ALL Block?” (practicing literacy skills from the module lessons; building reading, writing, and speaking fluency; independently reading free choice texts and texts related to what we are learning in the module lessons)

- Direct students’ attention to **Poster Walk Poster 4**.
- Point out the phrase “reading aloud smoothly, with expression.” Tell students this is a good definition of the word *fluently*.
- Point out the phrase “without making mistakes” and tell students this is a good definition of the word *accurately*.
- Turn and Talk:

“What will you be working on today in the fluency portion of the ALL Block?” (reading fluently and accurately)

- Direct students' attention to the **Group Work in the ALL Block poster**. Tell students they will work in small groups with the teacher to practice reading and speaking fluently. They will also read independently.
- Tell students they will practice a new part of the ALL Block routine. Instead of just two rotations, one with the teacher and one working on independent reading, there will be three: one with the teacher, one independent reading, and one working independently on a new task card.
- Tell students that usually in the ALL Block when they aren't in the group working with the teacher, there will be two other activities for them to choose from. One will always be independent reading, and the other will be working independently on another component with a task card. They will be required to do both activities, but they get to choose which one they will do first.
- Tell students they are going to practice this now in a simulation. Point out where students can find the **Unit 2, Week 1: Independent Reading: Student Task Card** with the materials required to complete those task cards, and the **Unit 2, Week 1: Independent Work: Student Task Card** with the materials required to complete those cards.
- Call the names of the students in one of the groups, and invite them to come and stand with you. Invite the rest of the students to decide where they would like to go first: Independent Reading, or Independent Work on another component, and to go to that place quickly and quietly.
- Once students have settled, call out stars and steps you noticed. For example, "I noticed Sergei was heading toward Independent Reading, but when he noticed there were a lot of other students there, he changed his mind and went to the other component."
- Emphasize to students that when choosing which of the independent components to do first, they should consider how many students are already in that area, because having too many students working on one component can be noisy and distracting. If that is clearly the case in the way students have chosen independent components, invite a few students to move over to the other independent component.
- Tell students they will now pretend they have spent 20 minutes working, and are now going to practice transitioning smoothly, quickly, and quietly to the next place. First call the names of students in the next group to work with you, and tell the rest to choose which component they are going to work on next. Remind students they can't stay at the component they are already at.
- Once students have settled, repeat.
- Invite students to return to their seats.
- Direct students' attention to the **Supporting Peers anchor chart** and select a volunteer to read the criteria. Tell students they must keep these criteria in mind today as they work with their classmates in small groups.
- Invite students to retrieve their **ALL Independent Group Work protocol** handout. Call one group to work with you and invite the other students to choose an independent component just as they did in the simulation, and to use the ALL Independent Group Work protocol to work through their task card as a group.

■ ● ◆ Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes, repeated twice)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.

- Review the Daily Learning Targets and discuss their meaning.
- Invite students in the teacher-led group to retrieve their **fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog***. Tell them they will find this poem in the back of the book, where it says, “Some of the poems used by Miss Stretchberry.” “Stopping by Woods on a Snowy Evening” is the second of these poems.
- Invite students to follow along, reading silently in their heads as you read the text aloud.
- Turn and Talk:

“What do you think is the gist of this excerpt?” (Responses will vary, but may include that the poet is riding a horse in the snowy woods. He stops and looks around and then starts again.)

“What is the mood, or the feeling, of this poem?” (Responses will vary, but may include: peaceful, thoughtful, determined.)

“What words or phrases in the poem help you identify the mood?” (Responses will vary, but may include “lovely, dark and deep” and “easy wind and downy flake.”)

“How can your voice show the mood of the poem?” (Responses will vary, but may include changing the tone or pitch to match the mood—for example, a softer, higher-pitched tone for happiness.)

- Select volunteers to share out and answer clarifying questions about the text.
- At this stage, explain to students which excerpt of this text they will be reading, and invite students to mark the start and finish with **sticky notes**:
 - ●◆ the entire poem
 - ■ Stanzas 1–3
- Model reading aloud the excerpt students will read aloud.
- Invite students to practice reading their excerpt to themselves and to ask questions about any words they don’t recognize or can’t figure out how to pronounce.
- Invite students to partner up and label themselves A and B.
 - Invite partner A to whisper read his or her excerpt to partner B.
 - Switch roles.
 - Invite partner A to read his or her excerpt to partner B as if the mood of the poem is angry. Model this for students before they begin.
 - Invite partner B to read his or her excerpt to partner A as if the mood of the poem is very excited. Model this for students before they begin.
 - As time permits, invite A and B to switch roles.
- To ensure that the general purpose of reading in funny voices is transparent, cue students to problem-solve:

“Can you figure out why we are reading in funny, exaggerated voices?” (Responses will vary, but may include: It helps us think about tone and expression, and change our focus from worrying about reading each word perfectly. When we worry too much about getting something right, it can sometimes stop us from doing as well as we would like.)

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to retrieve their fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog*. Tell them they will find this poem in the

back of the book, where it says, “Some of the poems used by Miss Stretchberry.” “Stopping by Woods on a Snowy Evening” is the second of these poems.

■ Mini Language Dive:

- Throughout this Language Dive, record and display student responses next to or underneath the target language on the board or on **chart paper** for visual reference. Invite students to add new vocabulary to their vocabulary log.
- For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
- Tell students they will read “Stopping by Woods on a Snowy Evening,” which captures a moment in time in the life of the poet, Robert Frost. Remind them that they closely read this poem in the Unit 1, Lesson 4 module lesson.
- Invite students to mark the start and finish of their excerpt using sticky notes on their text from the beginning of the poem to the end of the third stanza.
- Invite students to read their passage aloud chorally.
- Invite students to place a finger on the phrase “the only other sound’s the sweep / of easy wind and downy flake” and to read it aloud chorally with you.
- Invite students to put their hands in front of their mouths and to blow an “easy wind.” Demonstrate if necessary, showing blowing a hard wind and a soft wind.
- Call on one or two students to demonstrate and write their ideas on the board or on chart paper. (An easy wind is a gentle wind.)

“So easy means gentle here. What is another meaning of easy? How do you know that’s not the meaning in this sentence?” (simple or not difficult to do; the meaning doesn’t fit the context)

“If snow was falling in the woods with an easy wind, would it be unpleasant or pleasant in the woods? What else in the poem tells you that it is pleasant in the woods?” (the fact that the poet has stopped to enjoy it)

“The poet says the only sound was the horse and the wind and the flakes. What sound would an easy wind make?” (a gentle breeze)

- Invite students to place a finger on the word *downy* and to say it aloud chorally with you. Ask:

“What is the translation of downy in our home languages? I’ll give you time to think and use your dictionary.”

- Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation aloud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*velloso* in Spanish)

“If snow was falling on you like downy flakes, would it be unpleasant or pleasant?” (pleasant)

“What sound might a downy flake make as it comes down?” (a very light sound—almost no sound)

“So, why did the author write easy wind and downy flake? What is he trying to make the reader realize?”

- Tell students you will give them time to think and discuss with their partner. Call on one or two students and write their ideas on the board or on chart paper. (Even though it's snowing and windy, it's not a storm. The woods are pleasant and quiet and therefore peaceful.)

“Who can repeat what your classmate just said in your own words?” Call on a different student to paraphrase and write the paraphrase next to the ideas. (Responses will vary.)

- Display the sentence frame “Even though it is snowy and windy, the poet stops in the woods because _____.” Ask:

“Who can use this sentence to talk about the poem?”

- Tell students that you will give them time to think and write or sketch before you cold call. Invite students to turn to an elbow partner and share their sentence. Then call on one or two students and write their ideas on the board or on chart paper. Ask the group to confirm that the sentences are good or to self-correct them. (Responses will vary; ensure students understand that the woods are peaceful and pleasant.)

“How does your conversation about this phrase add to your understanding of this poem?”

- Tell students you will give them time to think and discuss with their partner. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: Descriptive details help us better understand the main idea of the excerpt.)
- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about how the phrase adds to our understanding of the mood and the actions of the speaker:

Conversation Cue: “So, do you mean . . .?” (Responses will vary.)

- Model reading aloud the excerpt.
- Invite students to continue practicing reading their excerpt aloud:
 - Invite students to read their excerpt aloud chorally.
 - Ask students to turn to an elbow partner and to label themselves A and B.
 - Partner A should whisper read his or her excerpt to partner B. Repeat with B whisper reading to A.
 - Partner A then reads his or her excerpt to partner B in a voice that is angry. Model this for students before they begin.
 - Partner B then reads his or her excerpt to partner A in a voice that is very excited. Model this for students before they begin.
 - Switch so partner B gets to read in an angry voice and A gets to read in a very excited voice.
- To ensure that the general purpose of reading in funny voices is transparent, cue students to problem-solve using:

Conversation Cue: “Can you figure out why we are reading in funny, exaggerated voices?” (Responses will vary, but may include: It helps us think about tone and expression, and change our focus from worrying about reading each word perfectly. When we worry too much about getting something right, it can sometimes stop us from doing as well as we would like.)

- Guide students through an intentional discussion: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partners suggested with the whole group:

“Which words were easy to read, and which were difficult? What would make it easier to read the difficult words next time?” (Responses will vary.)



Independent Reading

Unit 2, Week 1, Day 2: Teacher Guide



Daily Learning Targets

- I can read my research reading text independently for 10 minutes. (RI.4.10)
- I can choose and respond to an appropriate reading prompt. (RI.4.10)

Teaching Notes

- In this lesson, students complete an Independent Reading: Student Task Card with some teacher support. Students use the Jigsaw protocol to familiarize themselves with the Informational Reading Prompt Bookmarks. Note: In Week 2, Day 3, students will use the Jigsaw protocol to familiarize themselves with the Literary Reading Prompt Bookmarks. Together, these bookmarks are referred to as the Independent Reading Prompt Bookmarks. Students will work with the full set of bookmarks in Writing Practice: Week 2, Day 4 and throughout future modules.
- Because students are learning the routines and components of the ALL Block, this lesson contains whole class instruction. In future ALL Block lessons, the teacher will lead only small group instruction and students will work with multiple components in one lesson.
- **Differentiation:** Consider working with a few students who need additional support during the Jigsaw protocol. For ELLs who need heavier support, repeat and rephrase the book-marks. Or strategically pair ELLs and allow students to work in pairs for the jigsaw activity. Additionally, some students may benefit from having more or fewer bookmarks to be indi-vidually responsible for during the Jigsaw protocol.
- **In advance:**
 - Strategically group students into groups of six for the jigsaw.
 - Prepare materials required for independent work (see Independent Work and Inde-pendent Reading: Student Task Card)
 - Prepare the Informational Reading Prompt Bookmarks by creating two per student. In a group of six, each student should have two bookmarks and none should be repeated.
 - Review the Jigsaw protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)

Materials

- ✓ Poster Walk Poster 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Research reading texts (one per student)
- ✓ Independent reading journal (from Unit 1, Lesson 2 module lesson; one per student)
- ✓ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)

- ✓ Signal card (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Informational Reading Prompt Bookmarks (two per student; see Teaching Notes)
- ✓ Directions for Introducing the Independent Reading Prompt Bookmarks (one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Unit 1, Lesson 2 module lesson)

Whole Class Instruction: Introducing Reading Prompt Bookmarks (60 minutes)

- Direct students' attention to **Poster Walk Poster 5**. Tell students that reading independently is an important part of the ALL Block and every week they will have time to read independently in class. Today they will learn about some of the different prompts they might respond to, based on their reading.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card** and focus students on the Day 2 learning targets, materials, and instructions.
- Inform students that this is a routine they will use in the ALL Block each time they work independently on a component such as Independent Reading. They will use the task card to respond to a prompt, add vocabulary to their vocabulary log, and sometimes share what they have learned with a small group. For heavier support of ELLs, jot down and sketch the routine on the board as you share it to provide written language reinforcement.
- Invite students to retrieve the following:
 - **Research reading texts**
 - **Independent reading journal**
 - **Vocabulary log**
 - **Signal card**
- Select a volunteer to read step 1 on the Student Task Card. Assure students they have been building their reading stamina by reading at home and reading in class and you are confident they will be able to quietly read for 10 minutes.
- Turn and Talk:

“What strategies will you use to stay focused while you read today?” (Responses will vary.)
- Remind students how to use their signal cards and invite them to begin reading their research reading texts.
- Circulate to support students as they read. Remind them to read for the entire 10 minutes, stopping students and restarting the time as needed until the entire class has read for 10 consecutive minutes.
- Refocus whole group.
- Give students specific, positive praise on their perseverance in building their reading stamina. (Example: “I saw you refocus after you got distracted.”)
- Remind students that their independent reading journal is an important part of their independent reading time. This is where they reflect on their learning and track their progress through the text.
- Remind students how to log their reading in their independent reading journals and model as necessary.

- Direct students to complete step 2 on their task card (record the date, text title, author, and pages read).
- Remind students to put academic vocabulary in the front of their vocabulary log and domain-specific vocabulary in the back. Direct students to complete step 3 and add a vocabulary word to their vocabulary logs. Circulate to provide assistance.
- After a few minutes, select a volunteer to read step 4 aloud. Explain that the reading prompt bookmarks are tools students will use to reflect on their independent reading.
- Distribute the **Informational Reading Prompt Bookmarks**. Tell students they will now use the Jigsaw protocol to familiarize themselves with these bookmarks.
- Briefly introduce the Jigsaw protocol. Explain that in a Jigsaw protocol, they will work in a small group to read and understand a longer text. Each member of the group will be responsible for reading and explaining one part of the text to the rest of the group. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Move students into pre-determined groups of six.
- Direct students' attention to the **Directions for Introducing the Independent Reading Prompt Bookmarks**. Invite students to follow along, reading silently in their heads as you read the directions aloud.
- Before students begin the protocol, select a volunteer to explain the difference between literary and informational texts. Use a Goal 1 Conversation Cue to ensure student understanding:

Conversation Cue: "Can you give an example of an informational text? Of a literary text?" (Ensure students understand that their research reading text is an informational text.)
- Answer clarifying questions. Ensure students understand that these are prompts they will use when reading informational texts, and focus them on the "RI" to show this. Explain this means reading informational text.
- Invite students to begin the protocol.
- Remind students that if they don't know the meaning of any of the words, they should choose a vocabulary strategy from the **Close Readers Do These Things anchor chart** to determine the meaning.
- After 10 minutes, refocus whole group. Point out to students that they have focused on bookmarks for informational texts today, and next week they will focus on bookmarks for literary texts.
- Read step 4 on the task card aloud. Point out that students will need to choose their prompt carefully. For example, they won't be able to choose an illustration if there aren't any in the text they are reading.
- Invite students to complete step 4 on their task card.
- Circulate to provide assistance or work with a small group of students who need more direct support. For heavier support of ELLs, invite students first to discuss step 4 in home language groups if they desire. Consider helping students select a prompt and discuss the meaning of the prompt. Invite them to begin responding by sketching their ideas.
- After 5 minutes, refocus whole group. Select a few volunteers to share the prompt they chose and their response with the group.

- Turn and Talk:

“What did we learn today about independent reading?” (the importance of Informational Reading Prompt Bookmarks and how to use them)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the Independent Reading component.

Conversation Cue: “Can you say more about that?” (Responses will vary.)

- Give students specific, positive feedback on their perseverance in continuing to learn new routines. Tell students they will get a chance to practice this routine again tomorrow in small groups.



Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 3: Teacher Guide



Daily Learning Target

- I can read a text aloud fluently and accurately, and use the context to self-correct when I make mistakes. (RF.4.4c)

Teaching Notes

- In this component, students continue to read the poem “Stopping by Woods on a Snowy Evening” from *Love That Dog* for fluency. Today, they focus specifically on self-correcting when they make a mistake.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins and ends with whole class instruction, cutting down on the time spent with each group to 15 minutes instead of 20. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Mini Language Dive (e.g., sketch various colloquial expressions that use the word *deep*, such as deep end of the pool, deep trouble, etc.). Focus students on a shorter excerpt with an emphasis on the meaning of the excerpt rather than on perfect fluency, and omit the reading in exaggerated voices.
- **In advance:**
 - Post Poster Walk Posters 4 and 5 in strategic places around the room.
 - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).
 - Prepare a few sets of the Informational Reading Prompt Bookmarks for each group.

Materials

- ✓ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)
- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Informational Reading Prompt Bookmarks (from Week 1, Day 2; two or three sets per group)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (distributed on Week 1, Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog* (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2 module lesson)
- ✓ Supporting Peers anchor chart (begun in Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)

Whole Class Instruction: Introducing Tasks (5 minutes)

- Remind students that this week they are learning about what the ALL Block is and practicing how to work effectively in the ALL Block.
- Review the meaning of *fluently* and *accurately*. Select volunteers to share how they defined these words in their vocabulary logs on Week 1, Day 1.
- Turn and Talk:
 - “What does it mean to self-correct?” (to realize a mistake and correct it yourself)
- If productive, cue students to expand the conversation by giving an example:
 - Conversation Cue:** “Can you give an example of when you might self-correct inside or outside of school?” (Responses will vary.)
- Direct students’ attention to the **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Week 1, Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren’t too many other students.
- Invite students to return to their seats.
- Answer clarifying questions.

- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, the **Informational Reading Prompt Bookmarks**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent work component just as they did in the simulation, and to use the **ALL Independent Group Work protocol** to work through their task card as a group.

■●◆ **Small Group Instruction: Working on Reading Fluency (15 minutes, repeated three times)**

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Review the Daily Learning Target and discuss its meaning.
- Invite students in the teacher-led group to turn to their **fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog***.
- Invite students to read their passage aloud chorally.
- Read aloud the excerpt that this group is reading, making the following deliberate mistakes:
 - Miss a word in the first stanza. Once it is clear from the context that this doesn’t make sense, go back to read it correctly.
 - Misread a word in the second stanza. Once it is clear from the context that this doesn’t make sense, go back to read it correctly.
- Invite students to partner up and guide them through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:

“What did you notice about what I did when I read that excerpt aloud? How did I react?” (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn’t make sense)
- Tell students that you were able to self-correct because you knew it didn’t sound right and that it didn’t make sense when you continued to read.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn’t make sense. Explain that it is important to think about the content of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn’t make sense.
- Group students into triads and invite them to label themselves A, B, and C.
- Explain that students are going to whisper read their excerpt to their triad. Tell them this means they need to practice being careful listeners. Remind them also of the **Working to Become Ethical People anchor chart**, specifically the habits of respect and compassion.
 - Invite partner A to whisper read his or her excerpt to the triad, self-correcting after making a mistake. Repeat with partners B and C.
 - Invite partner A to read his or her excerpt to the triad like an old man or woman, self-correcting after making a mistake. Model this for students before they begin.
 - Invite partner B to read his or her excerpt to the triad as if angry, self-correcting after making a mistake. Model this for students before they begin.

- Invite partner C to read his or her excerpt to the triad as if very excited, self-correcting after making a mistake. Model this for students before they begin.
- As times permits, switch roles so each partner has the chance to read his or her excerpt in each voice.
- Remind students that reading in a funny voice can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students in the teacher-led group to turn to their fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog*.
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Consider calling on student volunteers to share translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. Invite students to add new vocabulary to their vocabulary log.
 - Tell students they will extend the excerpt of “Stopping by Woods on a Snowy Evening” that they began reading fluently on Day 1. In the extension, the author repeats a very important line.
 - Tell students they will now read the whole poem.
 - Read the excerpt aloud, and invite students to follow along on their copy.
 - Encourage productive and equitable extended conversation among students about the meaning of the excerpt, especially the last stanza: “The woods are lovely, dark and deep / But I have promises to keep / And miles to go before I sleep / And miles to go before I sleep.”
 - Invite students to place a finger on the word *deep* and to say it aloud chorally with you. Ask:

“What is the translation of deep in our home languages?”

- Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (*profundo* in Spanish)
- List some of the common usages of *deep* in English, such as “take a deep breath,” “dive into a deep lake,” “you are in deep trouble,” “she believes very deeply in her ideas,” “that color is a deep red,” and “that book was too deep for me—I didn’t understand it,” to help students understand both the literal and figurative definitions of *deep*.

“The excerpt says the woods are lovely, dark, and deep. Based on the translation and the context, how could this moment in the woods be deep?”

- Call on one or two students and write their ideas on the board or on chart paper. Confirm the correct answer. (The poet is far into the woods [literally], and the moment in the woods is serious, and sincere, difficult to understand, will have a lasting influence, etc.)

“Even though the woods are lovely and dark and deep, the poet says he won’t stay there. Why won’t he stay in the woods? Put your finger on the lines that tell you why.” (“But I have promises to keep”)

“What does it mean to keep a promise? Can we say do a promise?”

- Tell students you will give them time to think and discuss with their partner. Call on student volunteers to share. Consider giving an example of a promise you have kept and invite students to share, if desired. (No, we can’t say *do a promise*. *Keep a promise* is a good collocation to remember. These are a group of words commonly used together. Another: Before you *keep* a promise, you *make* a promise.)

“The poet realizes he has promises to keep, and so he must keep going. What line tells us that he will keep going? Put your finger on the line from the poem that tells you that.” (“And miles to go before I sleep”)

- Ask:

“What is a mile?” (Clarify for students that a mile is measurement of distance, similar to a kilometer, but also a way of saying completing something—as in “go the extra mile.”)

“Why do you think the poet repeated the last line? Why would you say something twice?” (to emphasize something; to repeat so you’re sure it’s understood)

- If productive, use a Goal 1 Conversation Cue to clarify the conversation about why the line is repeated twice:

Conversation Cue: “So, do you mean . . .?”

- Cold call on a different student to add on and write the additional information next to the original ideas. (Responses will vary.)

“How can your voice show that the poet feels strongly about fulfilling his journey in life? How can your voice not show it?” (Responses will vary.)

“How does your understanding of these final lines change your understanding of the inspiration for Jack’s poem, ‘My Sky’?” (Jack was inspired by these lines to talk about how uncaring and rushed the driver who killed Sky was.)

- Invite students to read their passage aloud chorally.
- Read the excerpt aloud again. This time, make the following deliberate mistakes:
- Leave out a word in the second stanza. Consider thinking aloud:

“Does it make sense? No, because ____.”

- Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:

“Does it make sense? Yes, because ____.”

- Misread a word in the third sentence, perhaps reading *snake* instead of *shake*. Consider thinking aloud:

“Does it make sense? No, because ____.”

- Once it is clear from the context that this doesn’t make sense, go back to read it correctly. Consider thinking aloud:

“Does it make sense? Yes, because ____.”

- Group students into triads and invite them to label themselves A, B, and C.

- Guide students through an intentional Think-Triad-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partners suggested with the whole group:

“What did you notice about what I did when I read that excerpt aloud? How did I react?” (made mistakes such as leaving out a word and misreading a word; went back and reread when it was clear this didn’t make sense)

- Explain that you were able to self-correct because you knew it didn’t sound right and that it didn’t make sense when you kept reading.
- Tell students that making mistakes when reading aloud happens to even the strongest of readers, and the best way to handle it is to go back and self-correct when you realize that what you just read doesn’t make sense. Explain that it is important to think about the content of what they are reading, as well as the words, so that they are thinking about what the text means and can recognize when it doesn’t make sense. They can ask themselves, “Does it make sense? Why?”
- Explain that students are going to whisper read their excerpt to the triad. Tell them that this means they need to practice being careful listeners. Remind them also of the Working to Become Ethical People anchor chart, specifically the habits of respect and compassion.
- Invite partner A to whisper read the excerpt to the triad, self-correcting after making a mistake. Repeat with partners B and C.
- Invite partner A to read his or her excerpt to the triad like an old man or woman, self-correcting after making a mistake. Model this for students before they begin.
- Invite partner B to read his or her excerpt to the triad as if very sleepy, self-correcting after making a mistake. Model this for students before they begin.
- Invite partner C to read his or her excerpt to the triad as if scared, self-correcting after making a mistake. Model this for students before they begin.
- Remind students that reading in a funny voice can help them think about tone and expression, and change their focus from worrying about reading each word perfectly.
- Guide students through an intentional Think-Pair-Share:

“What mistakes did you make while reading? How did you figure out that you made a mistake?” (Responses will vary.)

Whole Class Instruction: Reflecting on Learning (10 minutes)

- Refocus whole class.
- Give students specific, positive feedback. (Example: “I noticed Henry collaborating effectively with his triad during the small group work.”)
- Turn and Talk:

“What is one challenge you encountered during your work in the ALL Block today?” (Responses will vary.)

- Invite students to share out. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation about the challenges:

Conversation Cue: “Can you say more about that?” (Responses will vary.)

- Invite students to silently brainstorm ways they can overcome the challenges.
- Give students specific, positive feedback on their continued ability to learn new routines. Tell them they will get more successful at each component in the ALL Block the more they do it.



Reading and Speaking Fluency/GUM

Unit 2, Week 1, Day 4: Teacher Guide



Daily Learning Target

- I can read a text aloud fluently and accurately and use the context to self-correct when I make mistakes. (RF.4.4a, RF.4.4c)

Teaching Notes

- In this lesson, students extend the excerpt they are reading from *Love That Dog* for fluency.
- When not working with the teacher, students follow an independent work task card for one of the 20-minute allocations, and work on fluently reading a paragraph from their research reading text for the other.
- Because students are still learning the routines and components of the ALL Block, this lesson begins with whole class instruction, cutting down on the time spent with each group to just under 20 minutes. Recall that in future ALL Block lessons, the teacher will lead small group instruction in 20-minute increments.
- When students are not meeting with the teacher, they work independently.
- **Differentiation:** Students read different amounts of the text depending on their ability, as described in the directions. See also differentiated instruction for ELLs, which follows the other small group instruction.
 - ▲ After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite partners to discuss, allocating time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite students to share responses with the whole group. Monitor and guide conversation with total participation techniques and Conversation Cues to promote productive and equitable conversation.
 - ▲ Levels of Support: For heavier support, draw visual representations of the language during the Mini Language Dive (e.g., sketch a man riding a horse and stopping in the woods and a thought bubble to indicate what he's thinking and feeling). Focus students on a shorter excerpt with an emphasis on the meaning of the excerpt rather than on perfect fluency, and omit the reading in exaggerated voices variations.
- **In advance:**
 - Post Poster Walk Posters 4 and 5 in strategic places around the room.
 - Prepare materials required for independent work (see Independent Work and Independent Reading task cards).

Materials

- ✓ Poster Walk Posters 4 and 5 (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; to display)
- ✓ Group Work in the ALL Block poster (from Unit 1, Week 1, Day 1: Introduction to the Additional Language and Literacy Block; one to display)

- ✓ Unit 2, Week 1: Independent Reading: Student Task Card (from Week 1, Day 1; one per student)
- ✓ Unit 2, Week 1: Independent Work: Student Task Card (from Week 1, Day 1; one per student)
- ✓ ALL Independent Group Work protocol (from Unit 1, Week 1, Day 3: Introduction to the Additional Language and Literacy Block; one per student)
- ✓ Fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog* (from Unit 1, Lesson 4 module lesson; one per student)
- ✓ ▲ Chart paper (optional; one piece)
- ✓ ▲ Vocabulary log (from Unit 1, Lesson 3 module lesson; one per student)
- ✓ ▲ Online or paper translation dictionary (one per ELL in student’s home language)

Whole Class Instruction: Reviewing the Tasks (5 minutes)

- Tell students that they will work on independent reading and reading fluency again in the ALL Block today. Point out **Poster Walk Posters 4 and 5**.
- Direct students’ attention to **Group Work in the ALL Block poster**. Tell students that similar to Week 1, Day 1, they will work in small groups with the teacher to practice reading and speaking fluently. They will also work on an independent work activity, as well as independent reading.
- Follow the same routine as on Day 1 for familiarizing students with the different areas of the room in which they will be working. As on Day 1, simulate moving students between components three times, focusing on students moving quickly and quietly, and choosing an independent component to work where there aren’t too many other students.
- Invite students to return to their seats.
- Answer clarifying questions.
- Invite students to retrieve their **Unit 2, Week 1: Independent Reading: Student Task Card**, their **Unit 2, Week 1: Independent Work: Student Task Card**, and their **ALL Independent Group Work protocol** handout.
- Call one group to work with you and invite the other students to choose an independent work component and to use the ALL Independent Group Work protocol to work through their task card as a group.

■●◆ Small Group Instruction: Working on Reading Fluency (15 minutes, repeated three times)

- When working with the ▲ group, use the specific ELL instruction, which can be found after these directions.
- Review the Daily Learning Target and discuss its meaning.
- Invite students to turn to the **fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog***. Remind them that they will find this poem in the back of the book, where it says, “Some of the poems used by Miss Stretchberry.”
- Explain to the ■ students that in this lesson, they are going to extend the excerpt they are reading aloud.
 - ■●◆ the entire poem
- Model reading aloud the poem.

- Invite students to practice reading the poem to themselves and to ask questions about any words they don't recognize or can't figure out how to pronounce.
- Guide students through an intentional Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

“How will you know if you have made a mistake when you are reading?” (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won't make sense.)

“What should you do when you make a mistake when you are reading?” (Go back and reread it so that it does make sense.)

- Invite students to partner up and label themselves A and B.
 - Invite partner A to whisper read the poem to partner B.
 - Switch roles.
 - Invite partner A to read the poem to partner B as if trying not to cry. Model this for students before they begin.
 - Invite partner B to read the poem to partner A as if very sleepy. Model this for students before they begin.
 - Switch so partner B gets to read as if trying not to cry and partner A gets to read as if very sleepy.
- Refocus whole group.
- Turn and Talk:

“How does rereading the poem several times help you read more fluently?” (Each time, I'm more familiar with the vocabulary.)

- If productive, cue students to expand the conversation by saying more:

Conversation Cue: “Can you say more about that?” (Responses will vary.)

▲ **Small Group Instruction: Introducing Reading and Speaking Fluency (15 minutes)**

- Invite students to turn to the fluency passage: “Stopping by Woods on a Snowy Evening” from *Love That Dog*. Remind them that they will find this poem in the back of the book, where it says, “Some of the poems used by Miss Stretchberry.”
- Mini Language Dive:
 - On the board or on **chart paper**, record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary logs**.
 - Tell students they will continue reading the poem “Stopping by Woods on a Snowy Evening,” which they began reading fluently on Day 1.
 - Read the excerpt aloud, and invite students to follow along on their copy.
 - Encourage productive and equitable conversation among students about the mood of the poem. Monitor and guide student conversation with questions such as:

“Close your eyes and imagine the man riding his horse in the quiet, snowy woods. What do you think is the feeling, or the mood, of that scene?”

- Tell students you will give them time to think and write or sketch before you cold call. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: peaceful, scared, lonely, tired. Accept all reasonable responses at this point.)

“Now look at the poem. Underline one or two phrases that help you understand the mood. Remember that mood means the feeling or emotion in the poem.”

- Tell students you will give them time to think and write or sketch before you cold call. Call on one or two students and write their ideas on the board or on chart paper. Take the opportunity to correct any misconceptions about the mood. To provide heavier support, consider modeling with one phrase first.

“Who can repeat what one of your classmates just said in your own words?”

- Call on a different student to paraphrase and write the paraphrase next to the corresponding phrase from the poem. (Responses will vary.)

“How does your conversation about the mood of the poem add to your understanding of the way your voice should sound when you read the poem aloud?”

- Tell students you will give them time to think and discuss with their partner. Call on one or two students and write their ideas on the board or on chart paper. (Responses will vary, but may include: Because the mood of the poem is peaceful, my voice should be softer and smooth. There are important phrases I should emphasize.)
- If productive, use a Goal 1 Conversation Cue to clarify the conversation about how a reader’s voice reflects the mood of a text:

Conversation Cue: “So, do you mean . . .?” (Responses will vary.)

“Who can make their voice reflect the mood of the poem? Who can make their voice sound like the opposite of the mood of the poem?”

- Invite volunteers to read the opening lines of the poem to reflect the different moods. (Responses will vary.)
- Model reading aloud the excerpt, reflecting the mood of the poem.
- Invite students to turn to an elbow partner and to label themselves A and B.
- Guide students through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:

“How will you know if you have made a mistake when you are reading?” (Listening to the words you are saying and thinking about what the text means will help you recognize if you make a mistake because it won’t make sense.)

“What should you do when you make a mistake when you are reading?” (Go back and reread it so it does make sense.)

- Invite partner A to whisper read his or her excerpt to partner B. Repeat with partner B whisper reading to partner A.
- Invite partner A to read his or her excerpt to partner B as if trying to be determined, like the poet, to finish something. Model this for students before they begin.
- Invite partner B to read his or her excerpt to partner A as if unsure, unlike the poet. Model this for students before they begin.
- Switch so partner B gets to read as if trying to be determined and partner A gets to read as if unsure.
- Guide students through an intentional Think-Pair-Share: Ask and provide time for students to think, and allocate time for each to respond before cold calling a student to share what his or her partner suggested with the whole group:

“Which parts were easy to read, and which were difficult? What would make it easier to read the difficult parts next time?” (Responses will vary.)

- If productive, cue students to expand the conversation by giving an example:

Conversation Cue: “Can you give an example?” (Responses will vary.)