



## Reading and Speaking Fluency/GUM

### Unit 1, Week 1 : Teacher Guide



#### Daily Learning Targets

##### Day 1

- I can recognize and correct sentence fragments. (L.4.1f)

##### Day 3

- I can recognize and correct run-on sentences. (L.4.1f, L.4.2c)

#### Teaching Notes

- In this unit, students focus on GUM rather than Reading and Speaking Fluency. They work on recognizing and forming complete sentences. Students will continue to work with L.4.1f and forming complete sentences in Language Dives throughout 4M3.
- On Day 1, students learn questions they can ask themselves to recognize and correct sentence fragments. On Day 3, students learn how to recognize and correct sentence run-ons. Note: Students worked with coordinating conjunctions in 4M2 Unit 2, Lesson 11.
- On Day 2, students will sort sentence cards with sentence fragments and complete sentences in independent groups. On Day 4, students will sort sentence cards with sentence fragments, run-ons, and complete sentences. Consider augmenting or substituting current sentence cards with sentence cards that contain errors from students' writing. Keep the errors anonymous, but consider meeting with students privately to make sure they are aware of and able to correct their own pervasive errors.
- **Differentiation:**
  - On Day 1, students will require varying levels of support with the activity card, and some will get further than others. To provide heavier support, invite students to point out examples of and define terms introduced in earlier modules: *subject*, *verb*, and *predicate*. Consider focusing on Part II and charting student examples and then labeling the parts of the sentence. Omit Part III.
  - On Day 3, students will require varying levels of support with the activity card, and some will get further than others. If students require more practice with sentence fragments from Day 1 and Day 2, consider adding that practice here. To provide heavier support, focus on step 4 and chart student examples. Label the parts of each charted sentence. Omit step 5.
- **In advance:**
  - Add to the Writing Complete Sentences anchor chart on Day 1 and Day 3. See supporting materials.
  - Prepare materials for independent student groups.

## Materials

### Day 1

- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Writing Complete Sentences anchor chart (begun in Module 1; added to in advance; see supporting materials)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

### Day 3

- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency passage (one per student)
- ✓ Writing Complete Sentences anchor chart (begun in Module 1; added to in advance; see supporting materials)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

## Instruction for Day 1:

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card**. Discuss the learning targets.
- Direct students' attention to the questions added to the **Writing Complete Sentences anchor chart** and read the first question:
  - “Do I have a subject with a predicate?”
- Direct students' attention to the **Parts of Speech anchor chart** and review *predicate*, *verb*, *subject*, and *noun*.
- Invite students to complete Part I 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.
- Debrief answers to Part I.
  - ▲: Consider strategically grouping students to compare these English features with home language features.
- Use the third sentence in Part I to introduce the terms:
  - *subordinating conjunction* (a conjunction that introduces a subordinate or dependent clause)
  - *dependent clause* (a clause with a subject and verb that depends on the main clause to make sense)
- Remind students that they worked with coordinating conjunctions in Module 2 and that they will work with them again on Days 3–4 this week.
- Use Part II to introduce the term *independent clause* (a clause with a subject and verb that expresses a complete thought; a sentence) and help students learn or translate the meaning of different subordinating conjunctions. Chart student exemplars if productive.
- If time permits, ask students to provide their reasoning in Part III.

- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:

**Conversation Cue:** *“Who can explain why your classmate came up with that response?”*

- Collect Teacher-Guided Student Activity Cards.
- 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:

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Invite students to complete steps 1–2 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.
- Debrief student answers for steps 1–2. Introduce the term *run-on* (when two or more independent clauses are incorrectly joined). Review the term *independent clause* (a complete sentence with a subject and predicate) and *coordinating conjunction* (a word that joins two closely related independent clauses) and the acronym FANBOYS.

▲: Consider strategically grouping students to compare these English features with home language features.

- Review the **Writing Complete Sentences anchor chart** and read aloud the third question:

**“Do I have two or more independent clauses?”**

- Invite students to complete step 4 with a partner. After a few minutes, invite pairs to share out their ideas.
- If productive, use a Goal 4 Conversation Cue to encourage students to explain why a classmate came up with a particular response:

**Conversation Cue:** *“Who can explain why your classmate came up with that response?”*

- Invite students to complete step 5 individually.
- If time permits, invite students to practice making up and correcting their own run-on sentences.
- Collect Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for Day 4’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Provide models where helpful.



## Additional Work with Complex Text

### Unit 1, Week 1: Teacher Guide



#### Daily Learning Targets

##### Day 2

- I can summarize a text, using key details to support the main idea. (RI.4.2)

##### Day 4

- I can understand and practice using complex English language structures. (L.4.1)
- I can understand and practice using language structures that convey chronology. (L.4.1)
- I can understand and practice using language structures for summarizing. (RI.4.2, RI.4.5, L.4.2b)

#### Teaching Notes

- On Day 2, students review the parts of a summary and identify the supporting details of “Revolutionary War, Part I.” Students arrange the supporting details in order on the “Revolutionary War, Part I” Summary chart. Students will use this summary chart to write a paragraph in Writing Practice: Week 2, Days 1–4.
- On Day 4, all students participate in a Language Dive centered on summarizing language. This helps students write their summaries of “Revolutionary War, Part I” in Writing Practice: Week 2, Days 1–4. The sentence for the Language Dive was chosen because students may use it when they write their summaries (see rationale in the Language Dive Guide: Supporting Detail from “Revolutionary War, Part I”).
- Recall that the Language Dive format has been modified to reflect a more student-centered approach (see Unit 1 Overview).
- **Differentiation:**
  - For Day 2, Supporting Details from “Revolutionary War, Part I” is differentiated. To provide lighter support, allow students to find and write their own supporting details. To provide heavier support, work with students to take the supporting details in note form and turn them into complete sentences so they can more easily write their paragraphs in Writing Practice: Week 2, Days 1–4.
  - 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:**
  - Day 2: Create the Questions to Ask When Summarizing a Text anchor chart. Consider adding additional student ideas from the Unit 1, Week 1: Additional Work with Complex Text: Student Task Card on Day 1.
  - Day 4: Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk. Select from the questions and goals provided to best meet your students’ needs.

- Day 4: Review the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 7 module lesson) as necessary.
- 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)
- ☒ Questions to Ask When Summarizing a Text anchor chart (new; teacher-created; see supporting materials)
- ☒ “Revolutionary War, Part I” Summary chart (one per student)
- ☒ Supporting Details from “Revolutionary War, Part I” (one per student)
- ☒ Scissors (one per student; used by students to separate supporting details)
- ☒ Glue (one per student, used by students to adhere supporting details to chart)
- ☒ 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: Supporting Detail from “Revolutionary War, Part I” (for teacher reference)
- ☒ Language Dive Chunk Chart: Supporting Detail from “Revolutionary War, Part I” (for teacher reference)
- ☒ Language Dive Sentence Strip Chunks: Supporting Detail from “Revolutionary War, Part I” (one to display)
- ☒ “Revolutionary War, Part I” (from module Lesson 2; one per student)

### 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.
- Direct students’ attention to the **Questions to Ask When Summarizing a Text anchor chart**.
- Direct students to complete steps 1–2 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.
- Distribute the **“Revolutionary War, Part I” Summary chart**.
- Discuss the first set of questions on the Questions to Ask When Summarizing a Text anchor chart:
  - “What kind of text is it? What is its structure? What is its purpose?”

- Review how *text structure* can help one summarize a text. Ask:
 

*“How can knowing the structure of a text help you with the summary?” (Knowing the structure of the text can help you find the main idea. For example, if you know it is cause and effect text about a war, then you know the main idea is going to include the war and the causes of it. Because “Revolutionary War, Part I” is a chronological text, we know it will describe how it started and ended.)*

*“What is the structure of this text? What, in the text, makes you think so?” (chronological; it talks about the order of events and uses dates and words such as “then”)*
- Discuss the next set of questions on the anchor chart:
  - “What is the main idea? What idea does the author want me to walk away with?”
- Ask:
 

*“What is the main idea of this text?” (The Revolutionary War started as a fight for basic rights but ended up in a fight for independence.)*
- Invite students to write the main idea on the appropriate box on the “Revolutionary War, Part I” Summary chart.
  - ▲: If needed, write the main idea on sticky notes and allow students to paste it or paraphrase it on the chart.
- Discuss the next question on the anchor chart:
  - “What key details support the main idea?”
- Tell students they will now look for key supporting details for “Revolutionary War, Part I.”
- Distribute **Supporting Details from “Revolutionary War, Part I.”** Tell students they will use these details to write a paragraph in Writing Practice: Week 1, Days 1–4. Some of the details are already in sentences. For the ones that are not in sentences, they will turn them into complete sentences when they write their paragraph in Writing Practice.
- Invite students to cut with **scissors**, sort, and then use **glue** to paste the supporting details onto the “Revolutionary War, Part I” Summary chart.
- When a few minutes remain, discuss the difference between quoting and paraphrasing and the last question on the Questions to Ask When Summarizing a Text anchor chart.
- Collect the Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity: Display the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**. Tell students they will have an opportunity to practice choosing good quotes. Provide a model of a good quote to quote directly (e.g., “These measures only served to unite the colonists”) and a less effective quote (e.g., “By the early 1760s, there were 13 colonies”).

### 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 because it will help them learn more about the American Revolution. It will also help them learn more about how sentences are put together, and they will learn different phrases they can use in their own writing.

- Instruct students to work 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: Supporting Detail from “Revolutionary War, Part I,”** **Language Dive Chunk Chart: Supporting Detail from “Revolutionary War, Part I,”** and **Language Dive Sentence Strip Chunks: Supporting Detail from “Revolutionary War, Part I”** 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 quotation marks, start with the fourth chunk.
- Collect Teacher-Guided Student Activity Cards to review student responses.