



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.4.4, L.4.3b)

Day 3:

- I can read a passage aloud fluently, using appropriate body, facial, and voice expression. (RF.4.4a, RF.4.4b)

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 review how to read aloud using accurate body language and facial expression following teacher modeling. Students then apply this to improve their reading fluency of new differentiated passages.
- **Differentiation:**
 - Day 1: Each group of students will read a different excerpt of Act II, Scene 1 of *Divided Loyalties* based on their fluency skills. You may also choose to assign roles to further differentiate (Robert and William have more lines, for example). To provide additional language support, lead ELLs through the Mini Language Dive.
 - Day 3: Each group of students will read a different excerpt of Act II, Scene 1 of *Divided Loyalties* based on their fluency skills. To provide lighter support, assign students new roles within their excerpt or extend the excerpt of the ■▲ group to include all of Act II, Scene 1. To provide heavier language support, lead ELLs through the Mini Language Dive and suggest where they might use body language or facial expressions.
- **In advance:**
 - Prepare the Fluency Self-Assessment Checklist (see Module 1, Unit 2, Week 1: Reading and Speaking Fluency/GUM).
 - Students will be reading the character lines from Act II, Scene 1 of *Divided Loyalties*. Intentionally group students within their large groups. There are five character parts in the ●◆ group. (Note: The part of the Narrator and Ben may be combined into one part.) There are four character parts in the ■▲ group. Students in ■▲ group can each read one sentence of the Narrator part. For both groups, consider reading the Narrator part yourself on Day 1 and having students start their fluency passage on page 26. Students may play multiple parts if needed.
 - Prepare:
 - Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
 - Prepare materials for independent student groups.

Materials

Day 1:

- ✓ *Divided Loyalties* (from module Lesson 1; one per student)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 1; one per student)
- ✓ Highlighter (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 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)
- ✓ Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ 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 **Divided Loyalties** and mark the fluency passage they will use to work on reading fluency.
 - ▲: Excerpt from the beginning of Act II, Scene 1 on page 25 to Abigail’s line on the top of page 28: “Why are we loyal to a country so far away?”
 - ◆ All of Act II, Scene 1
- Invite students to preview the text by silently reading it independently. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the basic plot points of the appropriate excerpt with students. Point out the opening phrase of Act II, Scene 1—“Tensions are running high in the Barton Household”—and discuss what the tensions in the scene are.
- ▲: Mini Language Dive: “People / on both sides / **are turning on** / each other.” (from William’s lines on page 26)
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *are turning on*: “Doing what?” / Meaning: People are starting to attack each other—physically and verbally. The meaning completely changes if we say *are turning to*. Then it means people are supporting each other instead of attacking each other. This verb must be followed by an object. We can’t say *People are turning on* and have the same meaning. (present progressive phrasal verb; idiom)
 - Practice: “How would we say this if it were happening in the past?” (were turning on)
“How would we say this if it happened for one moment in the past?” (turned on)
 - Reconstruct: Reread the sentence. Ask:
 - “Now what do you think the sentence means?”
 - “How does your understanding of this sentence add to your understanding of the meaning of the scene?”

- Practice: “The Barton family is turning on each other because ____.” “The Barton family is turning to ____ for support.”
- Distribute the **Unit 2, Week 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 their **highlighter** to highlight the following focus criteria for this week:
 - “I can read all/almost all of the words correctly.”
 - “I can notice and read punctuation.”
 - “I can use the appropriate tone to express the author’s meaning.”
 - “I can use facial expressions and body language to match the expression in my voice.”
- Tell students that because the fluency passage comes from a play, they will work on using facial expressions and body language to match the expression in their voice—just as a real actor would.
 - ◆: Invite students to chart and compare facial expressions and body language the teacher uses when she reads with facial expressions and body language used by adults in home language readings or speech. Are they all appropriate in each language?
- Choose one character and read through a few of his or her lines three or four 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.
- Assign parts and invite students to read the passage aloud.
 - ◆: Consider reading the part of the Narrator yourself or inviting students to take turns each reading a line. Students may not have time to read the entire fluency passage, but make sure each student gets a turn to initially practice reading aloud.
- 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.
 - ◆: Consider posting the following sentence frames:
 - “One of my strengths is ____ because ____.”
 - “My goal is _____. I will achieve it by _____.”
- If time permits, invite students to tell their goals to a partner.
- Tell students they will practice reading the scene together tomorrow. They will have the same parts they had today.
- 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

- Remind students of the **Fluent Readers Do These Things anchor chart**.
- Distribute the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card** and **fluency passage**. Review learning targets.
- Read a character’s lines from the group’s **fluency passage** and model using your facial expression and body language appropriately.

- Invite students to work independently on steps 1–2. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Debrief step 2. Students can share with a partner or invite a few students to share with the whole group.
- ▲: Mini Language Dive: “**Nonsense!**” (from Robert’s lines on page 29)
 - Deconstruct: Discuss the sentence. Language goals for focus structure:
 - *Nonsense:* “What?” / *Meaning:* William says that Ben will learn about Patriot leaders if the Patriots win, but Robert thinks William’s idea is foolish. Students can grapple with whether this is a complete sentence or a sentence fragment. Even though this looks like a sentence fragment because it is only a noun, it is an acceptable sentence because it is an exclamation. Lines of dialogue and speech will often have exclamations, and the exclamation mark is a good clue that this is a special type of sentence. (exclamation)
 - Practice: “What two words do you see in this word? What are synonyms of this word?”
 - Reconstruct: Reread the sentence. Ask:
 - *“Now what do you think the sentence means?”*
 - *“How does your understanding of this sentence add to your understanding of the characters?”*
 - Practice: Invite students to make exclamations (No kidding! Wow!), imperatives (Do not!), and interrogations (Why?) with the appropriate facial expression.
- Invite student groups to practice reading their passages aloud, adding facial expression and body language where appropriate.
- As time permits, invite students to practice reading their excerpt with different levels of expression—for example, as a robot and then very expressively.
- As time permits, invite students to switch character roles within the group and reread the passage again.
- Using a total participation technique, invite responses from the group:
 - *“How do facial expressions and body language help you understand the passages better?” (They help you understand the emotion of the passage.)*
- If productive, cue students to add on to what a classmate said:
 - *Conversation Cue: “Who can add on to what your classmate said? I’ll give you time to think.”*
- Encourage students to reread their goal from Day 1. Remind them they will have a chance to assess their progress toward this goal on Day 4.
- Prepare students for Day 4’s independent activity using the **Unit 2, Week 1: Reading and Speaking Fluency/GUM: Student Task Card**. Consider providing an audio or video recording device for groups to use when they perform the scene.
- Collect Teacher-Guided Student Activity Cards.



Additional Work with Complex Text

Unit 2, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can read and understand a complex text. (RI.4.10)

Day 4:

- I can understand and practice using complex English language structures. (L.4.1)
- I can use the word *while* to show a contrast between two ideas. (L.4.1f)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RL.4.1, RI.4.1)

Teaching Notes

- On Day 2, students work more with the first excerpt from the Declaration of Independence (from Lesson 5 of the module lessons and Day 1) to more fully understand the purpose and structure of the text. They complete a chart that illustrates some of the evidence presented in the Declaration of Independence. Students continue to work with excerpts from the Declaration of Independence in the ALL Block (Unit 3, Week 1: Reading Fluency and Unit 3, Week 1: Additional Work with Complex Text) and the module lessons (Lessons 5, 8, and 13). Consider having students collect all of their work with the Declaration of Independence in one folder so they can more easily synthesize their learning across lessons.
- On Day 4, all students participate in a Language Dive centered on L.4.1 and using the conjunction *while*. Students use a sentence from First Person Narrative: Act III, Scene 1—William from module Lesson 9. As the First Person Narrative: Act III, Scene 1—William is being co-constructed with students, be sure to use the sentence from the Language Dive. Students will have an opportunity to use the practice sentence frame (“While _____, it doesn’t mean _____”) when they write a first person narrative in Unit 2, Week 2: Writing Practice (see rationale in the Language Dive Guide: First Person Narrative: Act III, Scene 1—William).
- Note: These lessons assume that students have completed module Lesson 5.
- **Differentiation:**
 - For Day 2, to provide heavier support, consider completing the chart in home language groups. Consider focusing on one cause to allow time to achieve deeper comprehension. Consider completing the chart, reading it aloud with students, and encouraging them to point out the feature of the image that illustrates the text. Students can then repeat the language they heard as they point to the illustrative feature in the image. Or partially fill in the chart as a model for students. Note: ELLs may have completed an optional Language Dive in Lesson 5 from this excerpt. Encourage them to make connections.
 - 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.

■ **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.
- Review 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 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ✓ Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (from Day 1, one per student)
- ✓ Evidence Presented in the Declaration of Independence chart (one per student)
- ✓ Causes Which Impel Us to Separate images (one per student)
- ✓ Scissors (one pair per student; used by students to cut apart images)
- ✓ Glue stick (one per student; used by students to attach images to activity card)
- ✓ 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: First Person Narrative: Act III, Scene 1—William (for teacher reference)
- ✓ Chunk Chart: First Person Narrative: Act III, Scene 1—William (for teacher reference)
- ✓ Sentence Strip Chunks: First Person Narrative: Act III, Scene 1—William (one to display)

Instruction for Day 2

- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card** and review the learning target for today.
- Invite students to retrieve their **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card** and use the text as they work today.
- Remind students that the Declaration of Independence is an important opinion text from our nation's history. Tell them that the Declaration of Independence, just like any well-written opinion text, presents the “causes” or evidence to support an opinion—in this case, that the British government was not working to secure the rights of the colonists.
- Invite students to answer the questions in 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 predictions students made on step 1 of the activity card. If time allows, invite students to predict a corresponding image, too.

- If productive, cue students to explain others' ideas:
“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)
- Distribute the **Evidence Presented in the Declaration of Independence chart**, the **Causes Which Impel Us to Separate images, scissors, and glue sticks**. Tell students that the Declaration of Independence provided lots of evidence that the colonists needed to “dissolve” their political connection with Great Britain. Students will work with three pieces of evidence today. Invite students to complete the first column of the Evidence Presented in the Declaration of Independence chart using the images.
 ■▲: Think aloud choosing an image for the first row. Explain what, in the image and in the text on the image, helps you know which piece of evidence it is.
- Debrief whole group. Invite student volunteers to explain which image they placed on each row of the chart.
 ●◆: Encourage students to identify words and phrases from the text on the image that helped them match the image to the evidence on the chart.
- As time permits, invite students to complete the More Challenge whole group or in pairs.
- 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**. Tell students they will be completing the third column on the Evidence Presented in the Declaration of Independence chart using evidence from *Divided Loyalties*. Provide a model 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 how sentences are put together, and they will learn different phrases they can use in their own writing.
- Instruct students to work independently on step 1 on the activity card. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Use the **Language Dive Guide: First Person Narrative: Act III, Scene 1—William**, **Chunk Chart: First Person Narrative: Act III, Scene 1—William**, and the **Sentence Strip Chunks: First Person Narrative: Act III, Scene 1—William** to guide students through the Language Dive.
- Collect Teacher-Guided Student Activity Cards to review student responses.