



## 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.4.4, L.4.3b)

##### Day 3:

- I can read a passage aloud fluently, using appropriate tone. (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 use appropriate tone and emphasize different words while reading through teacher modeling. Students then apply this to improve their reading fluency of differentiated passages. Note: There is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.
- **Differentiation:**
  - Day 1: Each group of students will read a different excerpt of the Declaration of Independence. To provide heavier support, translate the excerpt into more modern language and print it alongside the excerpt. See Unit 3, Week 1, Day 2: Additional Work with Complex Text: Excerpts from the Declaration of Independence (■▲). To provide heavier language support, guide ELLs through the Mini Language Dive.
  - Day 3: To provide heavier support for step 1, pre-underline some words in the fluency passage. Underline some words that are important to the tone and words that are not (e.g., *it, that, which*). Students can discuss with a partner which of the underlined words are important to emphasize. For heavier language support, guide ELLs through the Mini Language Dive focused on the same sentence from Day 1.
- **In advance:**
  - Prepare:
    - Fluency Self-Assessment Checklist (see Module 1, Unit 3, Week 1: Reading and Speaking Fluency/GUM).
    - Materials for independent student groups.

#### Materials

##### Day 1:

- ✓ Infer the Topic Resources: 4 (from Unit 1 module lesson; one to display)
- ✓ Fluency passage: Excerpts from the Declaration of Independence (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 2 ALL; 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:

- ✓ Fluency passage (from Day 1; 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)

### Instruction for Day 1

- Note: This sequence of instruction is very similar to Modules 1–2.
- Display the image of **Infer the Topic Resources: 4**. Introduce the reading fluency passages. Remind students they have read these excerpts from the Declaration of Independence in the module lessons and now they will get a chance to practice reading fluency with this important document from U.S. history.
- Distribute the appropriate **fluency passage** to each group:
  - ■ Excerpt #1
  - ●▲ Excerpts #1 and #2
  - ◆ Excerpts #1, #2, and #3
- Invite students to preview the text by silently reading it independently or to whisper read with a partner. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Clarify the gist of the appropriate excerpt(s) with students. Reread as needed.
- ▲: Mini Language Dive: “**We hold these truths to be self-evident** /, that all men are created equal /, that they are endowed by their Creator / with certain unalienable Rights /, that among these are Life, Liberty and the pursuit of Happiness.”

*Note: Students will return to the same sentence on Day 3.*

- Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
  - *We hold*: “Who did what?” / Meaning: The writers of the Declaration of Independence and now the people of the United States believe these things deeply. One can also hold something tangible. (subject + verb; main part of independent clause)
  - *these truths*: “Hold what?” / Meaning: The statements of things we believe in these refers to being created equal and being endowed with rights. (pronoun + object)
  - *to be self-evident*: “What?” / Meaning: The truths are obvious; they need no explanation or proof. We can use *to* + *verb* to describe a preceding noun. (infinitive + adjective complement)
  - This chunk demonstrates typical subject + verb + object word order for an independent clause in English. Note that the vocabulary and infinitive phrasing are somewhat outdated. Students can discuss how these structures are the same as and different from their home language.

- Practice: “I hold (something intangible)\_\_\_\_\_.” “I hold \_\_\_\_\_(something tangible)\_\_\_\_\_.”  
“We deeply believe \_\_\_\_\_.”

- Reconstruct: Reread the sentence. Ask:

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

**“What other truths would you add to this list?”**

- Practice: Invite students to think for a couple of days about how they might say this sentence in modern, formal English and how they might divide this sentence into two or more sentences.

- 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, as needed.
- Invite students to use a **highlighter** to highlight the following focus criteria for this week:
  - “I can read a group of related words and phrases together.”
  - “I can correct myself and reread when what I read was wrong or didn’t make sense.”
  - “I can notice and read punctuation.”
  - “I can use the appropriate tone to express the author’s meaning.”
- Tell students that because this document has such long sentences, it is important to pay attention to groups of related words and punctuation.
- Read the text two or three times aloud, 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. (Students in the ▲ group may not have time for this step. Consider prioritizing choral reading in the subsequent bullet instead.)
- Invite students to read the passage aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist and setting a goal.
- ▲: Consider posting the following sentence frames:
  - “One of my strengths is \_\_\_\_\_ because \_\_\_\_\_.”
  - “My goal is \_\_\_\_\_. I will achieve it by \_\_\_\_\_.”
- Collect Teacher-Guided Student Activity Cards.
- 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 is no Teacher-Guided Student Activity Card for this lesson. Students mark their fluency passage.
- Review learning targets and invite students to retrieve their **fluency passage**.
- Remind students of the **Fluent Readers Do These Things anchor chart** and that the focus criterion for this week is:
  - “I can use the appropriate tone to express the author’s meaning.”

## ■ Ask:

***“You now know a lot about the time period and events leading up to the Declaration of Independence. What tone of voice do you think would best express the author’s meaning?” (a passionate, confident tone)***

- Explain that one of the ways readers express a specific tone is to emphasize certain words or phrases with their voice, which is another one of the focus criteria for the week.
- Invite students to reread the excerpt(s) from the Declaration of Independence silently to themselves and underline at least five words or phrases they would like emphasize when they read it aloud. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- ▲: Mini Language Dive: “We hold these truths to be self-evident /, that all men are created equal /, that they are endowed by their Creator / with certain unalienable Rights, / **that among these are Life, Liberty and the pursuit of Happiness.**”

— Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:

- *among*: Meaning: *among* means *included in* or *some of*. The authors use *among* to introduce some of the rights. (preposition)
- *these*: “What?”/ Meaning: *These* refers to *rights* in the previous chunk. The authors capitalized the rights (*Life, Liberty, Happiness*) to express how important these rights are. We don’t usually do this in formal writing now. (determiner)

— Practice: “What is another way to say this chunk?”

— Reconstruct: Reread the sentence. Ask:

***“How does your understanding of this sentence help you understand why the Declaration of Independence was written?”***

— Practice:

***“What is another way to say this sentence in modern, formal English?”***

***“Can we divide this sentence into two or more sentences? What do we have to remove or change?”***

- Debrief step 2. Students can share with a partner, or invite a few students to share with the whole group.
- Read the group fluency passage aloud and model using an appropriate tone and emphasizing important words and phrases with pauses and changing the tone, volume, and/or speed of your voice.
- Ask:

***“How did I emphasize certain words and phrase?” (by changing the tone, volume, and/or speed of your voice)***

▲: Ensure the effect of pausing or emphasizing words is transparent. Ask:

***“How does emphasizing certain words and phrases aid in comprehension?” (It helps the reader pay closer attention to important words.)***

***“Can you figure out what kinds of words we emphasize in English?” (content words, important words; not function words such as to, that, by, with, and, or the)***

- Invite students to practice reading their passages aloud:
  - Using an appropriate tone and emphasizing the words they underlined
  - 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)
- Tell students that tomorrow, they will each read their fluency passage for their group. Challenge students to memorize this sentence from their passage: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness” and one other one that they choose.
- 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, redistribute Teacher-Guided Student Activity Cards). Remind them 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 identify the parts of an opinion text in the Declaration of Independence. (RI.4.3, W.4.1)

##### Day 4

- I can understand and practice using complex English language structures. (L.4.1)
- I can understand and use imperative complete sentences for writing a call to action. (L.4.1f)
- I can make connections between the focus statement and the call to action in a broadside. (W.4.1)

#### Teaching Notes

- On Day 2, students examine the structure of the Declaration of Independence and look for the parts of an opinion text. The Declaration of Independence is a well-constructed argument supporting the opinion that the colonists should separate from Great Britain, and the original document was structured much like the opinion pieces that students are learning to write.
- On Day 4, all students participate in a Language Dive centered on L.4.1. They work on crafting an imperative sentence and a call to action. They practice this language structure in Writing Practice: Week 2, Days 1–4 when they write their own modern broadsides (see rationale in the Language Dive Guide II: Violence Is Not the Answer!).
- **Differentiation:**
  - For Day 2, the excerpts from the Declaration of Independence have been differentiated for ELLs and below-grade-level students and translated into more modern English. For heavier language support, consider revisiting one of the Mini Language Dives from the module lessons or ALL Block lessons that centered on sentences from these excerpts from the Declaration of Independence (see Unit 2, Lesson 5 of the module lessons or Unit 2, Week 1: Word Study and Vocabulary).
  - For Day 4, refer to the Language Dive Guide for differentiation. Preview the Language Dive to consider your students' needs and to select the most relevant language goals. Not all students will complete the activity card.
- **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 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Excerpts from the Declaration of Independence (one per student)
- ☑ Unit 3, Week 1: Additional Work with Complex Text: Student Task Card (one to display)

### Day 4

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (one per student)
- ☑ Language Dive Guide II: Violence Is Not the Answer! (for teacher reference)
- ☑ Language Dive Chunk Chart II: Violence Is Not the Answer! (for teacher reference)
- ☑ Language Dive Sentence Strip Chunks II: Violence Is Not the Answer! (one to display)

## Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the learning target for this activity. Remind students that the Declaration of Independence is an excellent example of an opinion text that helped persuade people to support the founding of the United States.
- Invite students to use the **excerpts from the Declaration of Independence** 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.
- As a group, debrief step 2 and paste the opinion in place.
- Complete the rest of the activity card as a group. Arrange the excerpts in order and discuss the purpose of each in the opinion piece we know as the Declaration of Independence.
- If productive, cue students to provide evidence:  
*Conversation Cue: “What, in the text, makes you think so?” (Responses will vary.)*
- If productive, cue 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? I’ll give you time to think and write.” (Responses will vary.)*
  - ▲: Post simple sentence frames for students to use during discussion, such as: “I think this excerpt is the \_\_\_context/reason/evidence/conclusion\_\_\_ because it \_\_\_says/explains/states\_\_\_.”
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3’s independent activity using **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card**.

### 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 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 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 **Language Dive Guide II: Violence Is Not the Answer!**, **Language Dive Chunk Chart II: Violence Is Not the Answer!**, and **Language Dive Sentence Strip Chunks II: Violence Is Not the Answer!** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction.
- Collect Teacher-Guided Student Activity Cards to review student responses.