



Reading and Speaking Fluency/GUM

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 1

- I can evaluate my own fluency strengths and set a fluency goal. (RF.5.4)

Day 3

- I can read punctuation to help me read a text aloud fluently. (RF.5.4)

Teaching Notes

- On Day 1, students are introduced to the passages they will practice reading fluently for the rest of the week. This sets up the students to work independently with the texts.
- On Day 3, students review how to read punctuation 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 Day 3. Students mark their fluency passage.
- Recall from the module lessons that although Mini Language Dive goals remain the same in Modules 3–4, the format has changed. The new format follows a Deconstruct, Reconstruct, and Practice routine and encourages teachers to be flexible and follow their students' lead. Refer to the Module 1 Appendix for additional information on Language Dives and for the Questions We Can Ask during a Language Dive anchor chart.
- **Differentiation:** Each group of students will read a different excerpt of text from *Promises to Keep* based on their fluency skills. To provide additional language support, lead students through the Mini Language Dives.
- **In advance:** Prepare materials for independent student groups.

Materials

Day 1

- ✓ *Promises to Keep* (from module Lesson 1; one per student)
- ✓ Sticky notes (two per student)
- ✓ Unit 1, Week 1, Day 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Card (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 1 ALL; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card (one to display)

Day 3

- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Fluency passage (from Day 1: one per student)
- ✓ Unit 1, 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 **Promises to Keep** and use the **sticky notes** to mark the fluency passage they will use to work on reading fluency.
 - Page 6: from the beginning of the introduction to the paragraph that ends with “reminded me that I deserved better.”
 - ▲ Pages 6–7: from the beginning of the introduction to the paragraph that ends with “All we had to do was pay attention to the way our parents lived....”
 - ◆ Pages 6–7: from the beginning of the introduction to the paragraph that ends with “So, yes, I knew my dad well as a father and as a man.”
- 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.
- ▲: Mini Language Dive:
 - “**Whether I was** / learning to walk, / wildly swinging the bat at a fastball, / tackling one of my brothers during a football game, / or singing a show tune from *West Side Story* on the rock ledge of our fireplace, / Dad encouraged me with his praise and loving smile.”
 - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
 - *whether*: “Doing what?” / Meaning: The author uses the conjunction *whether* to introduce a series of alternative scenarios (in a long dependent clause of alternatives joined by commas that mean *or* and finally, *or*) that all apply to the independent clause *Dad encouraged me*. Suggested question: “What do all the actions have in common?” (conjunction)
 - *I was*: “Who?” / Meaning: The author was the one doing the various actions. Suggested questions: “Who was doing the action of the sentence? When were the actions happening? Were they happening all at the same time? How do you know?” (past tense verb)
 - Practice:

“Whether I was _____ or _____, my friend thought _____.”
 - 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 author’s relationship with her father?”
 - Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “Whether I am _____ or _____, my parents encourage me with _____.”
- Distribute the **Unit 1, 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 highlight the following focus criteria for this week:
 - “I can read all/almost all of the words correctly.”
 - “I can read groups of related words and phrases together.”

- “I can notice and read punctuation.” (Note: Add “and italics” to the checklist.)
- “I can use the appropriate tone to express the author’s meaning.”
- Choose one or two paragraphs from the excerpt and read it three times, making intentional mistakes on the first two reads. After each read, ask students to review the highlighted criteria on their checklist to determine if that read seemed “fluent” to them. Remind students of the **Fluent Readers Do These Things anchor chart** from Module 1. (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 excerpt (or a portion of the excerpt) aloud chorally.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column) and setting a goal.
- ▲: 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.
- Collect Teacher-Guided Student Activity Cards and review student responses.
- Prepare students for Day 2’s independent activity using the **Unit 1, 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.
- Remind students of the **Fluent Readers Do These Things anchor chart**. Review learning targets.
- Invite students to refer to their **fluency passage** and ask them to skim it and note how many different types of punctuation they can find. They should discuss with a partner how each of these types of punctuation affects the tone of their voice while they read. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Ask students to share out the types of punctuation they found and the effect of the punctuation. (There are commas, periods, dashes, quotation marks, periods, exclamation points, semicolons, question marks, and apostrophes.)
- Read the group fluency passage and model how the punctuation (especially commas, periods, and semicolons) adds pauses and changes the tone of voice you might use. Note that this is closely related to the criterion “I can read groups of related words and phrases together.”
- ▲: Ensure the effect of punctuation is transparent. Ask:

“What if we remove the commas, periods, and semicolons in this passage? How does that affect our voice and aid in comprehension?” Tell students you will give them time to think and discuss with their partner. (Punctuation signals a pause and change in tone. It helps the reader understand the separate ideas in the text.)
- ▲: Mini Language Dive: **“To this day, / I’m mesmerized by newsreels / of my dad rounding bases, / joyously clapping his hands / as he outfoxes another pitcher.”**

- Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
 - *To*: “When?” / Meaning: *to* tells us a point at the end of a period of time. Suggested question: “What is another way to say *to* in this sentence?” (Up until) (preposition)
 - *this day*: “To when?” / Meaning: *This day* means right now, today. Suggested question: “What if we replace *this day* with *today*?” (pronoun + noun = noun phrase)
 - *To this day*: “When is she mesmerized?” / Meaning: *To this day* is an emphatic, interesting way for the author to say that things that happened in the past continue to affect her. Suggested question: “Why would the author say that she is still affected by seeing video of her father?” (preposition + noun phrase = prepositional phrase, introductory element)
- Practice:

“To this day, I’m mesmerized by _____.” / Ask: “What is another way to say this chunk?” (Even today ...)
- Reconstruct: Reread the sentence. Students can take the roles of Sharon Robinson in the present and Jackie Robinson and the pitcher in the past and act out the sentence. Ask:

“What is the author trying to show about how she feels about her father?”
- Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: “To this day, I am _____.” Ask:

“Can we say this sentence in a different order? How?”
- Invite students to practice reading their passages aloud with a partner, adding pauses and changing the tone of voice they use according to the punctuation. If time permits, students may practice reading their excerpt with different levels of expression (e.g., as a robot that doesn’t pause or change tone, and then very expressively).
- Prepare students for Day 4’s independent activity using the **Unit 1, 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 students they will have a chance to assess their progress toward this goal on Day 4.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2

- I can explain key terms from the text. (RI.5.4, L.5.6)

Day 4

- I can understand and use complex English language structures to talk about factors for success. (L.5.1)
- I can understand and use the preposition *including* to insert and emphasize an example. (L.5.1a)

Teaching Notes

- On Day 2, students review key terms from the text and important concepts from U.S. history in general and African American history in particular.
- On Day 4, all students participate in a Language Dive centered on using a prepositional phrase with *including* to insert and emphasize an example. This helps students write their informative paragraph in Unit 1, Week 2: Writing Practice. The sentence structure for the Language Dive was chosen because students may use it when they write their factors for success informative paragraph (see rationale in Language Dive Guide II: *Promises to Keep*).
- Recall that the Language Dive format has been modified to reflect a more student-centered approach (see Unit 1 Overview).
- This Language Dive sentence explains that the 14th Amendment guarantees citizenship and protection to all people born in the United States; however, many students and their families may have been born outside of the United States. Be aware that this topic may be sensitive for any student, and that some may connect with these issues personally and deeply. The Language Dive Guide includes suggestions to allow time for students to reflect during the Reconstruct stage. Be aware that reflections may be personal, and students are not required to share them. Monitor students and determine if there are issues surfacing that need to be discussed in more detail as a whole group, in smaller groups, or independently.
- **Differentiation:**
 - For Day 2, to provide lighter support, print out a brief encyclopedia entry on each of the key terms and guide students through a jigsaw of the information. To provide heavier support, work with a small group of students on completing their key terms card. To further differentiate cards, assign students who require heavier support to a more familiar term, such as the Civil War only.
 - 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 be able to complete the activity card in the time allotted.

■ **In advance:**

- Consider building your own background information on each of the key terms.
- 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 the Questions We Can Ask during a Language Dive (from Unit 1, Lesson 2 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)
- ✓ *Promises to Keep* (from module Lesson 1; one per student)
- ✓ Key Terms from the Timeline Card (one per pair)
- ✓ 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 II: *Promises to Keep* (for teacher reference)
- ✓ Language Dive Chunk Chart II: *Promises to Keep* (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks II: *Promises to Keep* (one to display)

Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**. Review the learning target for this activity.
- Direct students to complete 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.
- Using a total participation technique, discuss students' "knows" and "wonders" about the key terms in step 1 from the timeline on pages 8–9 in ***Promises to Keep***.
 - ▲: To provide heavier support, take and display notes of the conversation for students to refer to later when they discuss the key terms.
- If productive, use a Goal 4 Conversation Cue to encourage 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."
- Distribute the **Key Terms from the Timeline Cards** and discuss the information about each key term.
 - ◆: Duplicate and distribute only the blank cards and have students take notes during the conversation to create their own cards.

- Arrange students into pairs or triads. Tell them they will now capture the information they just discussed about the key terms to help them process, explain, and remember the information. They will add a symbol to each key terms card.
 - ▲: Assign student pairs only one or two key terms.
- Collect Teacher-Guided Student Activity Cards to review student work.
- Prepare students for Day 3's independent activity using **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card**. Note: They will share their key terms cards with their group on Day 3.

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. It will help them learn more about the U.S. Constitution. 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 II: Promises to Keep**, **Language Dive Chunk Chart II: Promises to Keep**, and **Language Dive Sentence Strip Chunks II: Promises to Keep** to guide students through the Language Dive. Use the student questions generated in step 1 of the activity card to drive instruction. (Example: If students wonder why the author used the word *including*, start with the third chunk.)
- Collect Teacher-Guided Student Activity Cards to review student responses.