



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, L.5.3b)

Day 3:

- I can read a passage aloud fluently. (RF.5.4)

Teaching Notes

- On Day 1, students choose the passage from their expert group texts that they will practice reading fluently for the rest of the week. This sets up students to work independently with the texts.
- On Day 3, students practice reading the text aloud fluently and get individual feedback from the teacher.
- Note: This sequence assumes that students have completed module Lesson 3.
- **Differentiation:** Each student chooses an excerpt from his or her expert group text from the module lessons. Expert group texts vary by reading level; consider grouping students by expert group text. To provide heavier support, choose an excerpt as a group and choral read together on Day 1. Depending on the needs of your students, consider focusing the group on the same criteria from the Fluency Self-Assessment Checklist on Day 3 instead of allowing students to choose their own. For additional challenge, ask students to choose a new passage each day instead of the same over the week.
- **In advance:**
 - Prepare the independent Student Task Cards. (Note: In the Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards, students pre-read a text introduced in module Lesson 4. Ensure the text is available.)

Materials

Day 1 and Day 3

- ✓ Expert group texts (from Lesson 3 module lesson; one per student)
- ✓ Highlighter (one per student)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (one per student)
- ✓ Fluency Self-Assessment Checklist (from Module 2 ALL Block; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1 of the module lessons)
- ✓ Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Instruction for Day 1

- Invite students to retrieve their **expert group texts**. Tell them that for this week they will choose a part of the text they would like to practice reading for fluency. Encourage them to reread and look for an interesting or *salient* part to read aloud and to use a **highlighter** to highlight it. They can then whisper read it to themselves. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and the **Fluency Self-Assessment Checklist** and briefly review each criterion.
- As a group, decide the four criteria the students would like to focus on this week. Invite students to highlight the focus criteria.
- Read a small part of one of the texts aloud 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.
 - ◆: Invite a student to read his or her passage and make intentional mistakes to illustrate what not to do.
- Invite students to read their passage (or, in the interest of time, a paragraph from their passage) to a partner.
- Guide students through self-assessing their fluency on the highlighted criteria on the checklist (placing check marks in the appropriate column), setting a goal, and sharing their goal with a partner.
 - ▲: Model setting a goal aloud first.
 - ▲: Invite students to say their goals out loud before they write them.
- Collect the Teacher-Guided Student Activity Cards to review student work.
- Prepare students for the next day’s independent activity using the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 2.

Instruction for Day 3

- Distribute the **Unit 1, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets.
- Invite students to whisper read their passage to themselves and complete step 1. While students are engaged in this activity, respond to any concerns that may have arisen in groups working independently on other components.
- Encourage students to keep practicing with a partner for step 2. (They may move on to the “More Challenge” section after they have practiced several times.) As students practice in pairs, work with each student in the group individually to complete step 3. Note: Depending on time and the size of groups, you may need to shorten the passage in order to meet with each student individually.
 - Ask the student which criterion he or she is focusing on.
 - Invite the student to read a part of text he or she practiced on Day 1 and Day 2. (To provide more support, shorten the passages. To provide more challenge, choose a small part of the text that is new to the student today.)

- Give general feedback as well as specific feedback on the criterion.
- As time permits, discuss why the student chose the passage.
- As time permits, invite students to share their ideas for the “More Challenge.”
Conversation Cue: “Can anyone add on to what your classmate said? I’ll give you time to think.” (Responses will vary.)
- Collect the Teacher-Guided Student Activity Cards.
- Prepare students for the next day’s independent activity using the Unit 1, Week 1: Reading and Speaking Fluency/GUM: Student Task Card for Day 4. Encourage students to review their goals from Days 1 and 3. Remind students they will have a chance to assess their progress toward their goals on Day 4. To provide more challenge, encourage students to choose a new passage to read fluently for their group.



Additional Work with Complex Text

Unit 1, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can determine the meaning of unfamiliar words. (RI.5.4)
- I can explain how an author supports specific points in the text. (RI.5.8)

Day 4:

- I can use verb tense to convey various conditions. (L.5.1c)
- I can use homographs, synonyms, and antonyms to better understand the meaning of words. (L.5.5c)

Teaching Notes

- On Day 2, students revisit “How Well Is Your Community Prepared?” and look more closely at vocabulary and discuss how the author uses evidence to support the overall point of the text.
- On Day 4, students complete a Language Dive. Students work with the homograph *well* and the conditional verb *would* to help address L.5.1c and L.5.5c and provide students with an example of how they might use questions in their writing to engage their readers. Students will practice using the meaning and structure of these sentences during Unit 1, Week 2: Writing Practice, when students write to engage their readers in their PSA during the module lessons and to demonstrate their understanding of word relationships on the Mid-Unit 2 Assessment. The sentences for today’s Language Dive were also chosen because they connect to the guiding question by inviting students to consider how their community might prepare for a natural disaster. (See rationale in Language Dive Guide: “How Well Is Your Community Prepared?”)
- Note: This sequence assumes that students have completed the close read of “How Well Is Your Community Prepared?” in module Lesson 4.
- **Differentiation:** For Day 2, to provide more support, pre-fill in the definition of the bolded words on the chart on the activity card. For additional challenge, allow students to work more independently to complete the chart. Not all students will complete the activity card. For Day 4, refer to the Language Dive Guide for differentiation. Again, 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 (see supporting materials). Select from the questions and goals provided to best meet your students’ needs.
 - Prepare the independent Student Task Cards.

Materials

Day 2

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ✓ “How Well Is Your Community Prepared?” (from module Lesson 4; one per student)
- ✓ Unit 1, Week 1: Additional Work with Complex Text: Student Task Cards (one to display)

Day 4

- ✓ Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ✓ Language Dive Guide: “How Well Is Your Community Prepared?” (for teacher reference)
- ✓ Language Dive Chunk Chart: “How Well Is Your Community Prepared?” (for teacher reference)
- ✓ Language Dive Sentence Strip Chunks: “How Well Is Your Community Prepared?” (one to display)

Instruction for Day 2

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets.
- Invite students to retrieve “**How Well Is Your Community Prepared?**” and complete step 1 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.
- Work as a group to complete the chart on the activity card. Repeat the following sequence for each quote:
 - Begin by discussing the bolded vocabulary words.
 - “Who knows what this word means? How do you know?” (Responses will vary.)*
 - Conversation Cue: “Can anyone add on to what your classmates said?” (Responses will vary.)*
 - ▲: Invite students to translate new vocabulary words into their home language. Additionally, invite them to practice using each word in a sentence with familiar context.
 - Ask students to identify other unfamiliar words. Discuss those words.
 - “What other words are unfamiliar to you?” (Responses will vary.)*
 - “Does anyone know the meaning of the word?” (Responses will vary.)*
 - Conversation Cue: “Does anyone agree/disagree with what your classmate said?” (Responses will vary.)*
 - ▲: Invite students to practice using the vocabulary words in their own sentence with a partner.
 - Help students paraphrase each quote in their own words.
 - “Who can say this quote in their own words?” (Responses will vary.)*
 - Conversation Cue: “How is that different from/similar to what ___ said?” (Responses will vary.)*
 - ▲: Model by thinking aloud for the first quote. Invite students to say their answer aloud to a partner before writing their answer.

■: Model by thinking aloud for the first quote. Students may paraphrase them orally instead of writing them.

●◆: Students may work in partners. Use a total participation technique to select students to share their answers to each question with the whole group.

— Ask students how the quote supports the author’s overall point.

Conversation Cue: “Can anyone add on to what your classmate said?” (Responses will vary.)

■: Model by thinking aloud for the first quote.

▲: Invite students to use the sentence frame.

- As time permits, invite students to complete the “More Challenge” and share their thinking.
- Collect the Teacher-Guided Student Activity Cards to review student responses.
- Prepare students for the next day’s independent activity using the **Unit 1, Week 1: Additional Work with Complex Text: Student Task Card** for Day 3.

Instruction for Day 4

- Distribute the **Unit 1, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets.
- Read the two sentences on the top of the activity card. Tell students they will study these sentences carefully. Explain that these sentences will help them learn more about how authors use questions to engage their audience, and invite students to consider how their community might prepare for a natural disaster. Tell them the sentences 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 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 **Language Dive Guide: “How Well Is Your Community Prepared?”**, **Language Dive Chunk Chart: “How Well Is Your Community Prepared?”**, and **Language Dive Sentence Strip Chunks: “How Well Is Your Community Prepared?”** to guide students through a Language Dive. Use student-generated questions to drive instruction.
- Collect the Teacher-Guided Student Activity Cards to review student work and to determine common issues to use as whole group teaching points.