



Reading and Speaking Fluency/GUM

Unit 3, Week 1: Teacher Guide



Daily Learning Target

Day 1 and Day 3:

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

Teaching Notes

- On Day 1, students are introduced to the task and practice their portion of the text with a partner.
- On Day 3, students practice their performance and receive feedback from the teacher.
- Note: On Day 4, student groups may use a recording device to record their performance. Consider inviting student groups to perform their read-aloud of *Eight Days: A Story of Haiti* for a larger audience (e.g., whole class, another fifth-grade class, a lower grade, or a community group such as the PTA or library group).
- **Differentiation:** Students work in groups of eight, with each student performing one “day” from the story and one student reading both the introduction and the last “day.” To provide more challenge, have students perform in small groups so they will read and perform more text. To provide more support, strategically assign students pages to read. The second and fifth “days” have the least amount of text.
- **In advance:**
 - Strategically create groups of eight students (or fewer, to provide more challenge).
 - Prepare the independent Student Task Cards.

Materials

Day 1 and Day 3

- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards (one per student)
- ✓ *Eight Days: A Story of Haiti* (from module Unit 2, Lesson 1; one per student)
- ✓ Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Cards (one to display)

Instruction for Day 1

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning target. Tell students they will read and perform *Eight Days: A Story of Haiti*.
- Invite 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.
 - ▲: Consider modeling the read-aloud of a portion of or the entire book to reacquaint students with the book before or after asking them to complete step 1. Additionally, consider

explicitly stating the tone of voice used while reading (examples: hopeful, playful, serious). Invite students to recall the work they did with tone during Unit 2 and to list, and practice, varying tones of voice they might use before they begin to read.

- Debrief student ideas for step 1. Invite student volunteers to share out.
- Move students into pre-determined groups of eight. Students can write the page number that they will be reading aloud on step 2.
- Tell students to complete step 3 with a partner. If you have smaller groups, consider grouping students from different groups who are working on the same portion of the text.
 - : Work individually with students who need additional support.
 - ▲: Strategically group students with varying levels of language proficiency, allowing students to support one another with pronunciation.
- Collect Teacher-Guided Student Activity Cards.
- Prepare students for the next day's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 2.

Instruction for Day 3

- Distribute the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Teacher-Guided Student Activity Cards** and review the learning target.
- Invite 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.
- Invite student groups to perform and give them stars and steps feedback.
 - Depending on the size of groups, there may be more than one performance group per teacher-led group. If this is the case, invite student groups to listen and give feedback as well.
 - Depending on the size of the groups, students may perform all or a portion of the text more than once.
- Invite groups to reflect on the feedback by completing step 3.
- Prepare students for the next day's independent activity using the **Unit 3, Week 1: Reading and Speaking Fluency/GUM: Student Task Card** for Day 4. Depending on the needs of your students, review how to use the recording device. If students will not be using the recording device, let them know for whom they will be performing on Day 4.



Additional Work with Complex Text

Unit 3, Week 1: Teacher Guide



Daily Learning Targets

Day 2:

- I can discuss strategies for reading complex text with my group. (RL.5.10, SL.5.1)

Day 4:

- I can understand and use the conventions of English grammar. (L.5.1)
- I can determine and clarify the meaning of unfamiliar vocabulary words. (L.5.4)

Teaching Notes

- On Day 2, students discuss and use strategies for tackling complex text. The teacher models how to approach a complex text.
- On Day 4, students practice deconstructing and asking questions about a compelling sentence of their own choosing, similar to the work they have practiced with Language Dives throughout the modules. This allows students to take ownership of “diving” into a compelling sentence in order to better understand its structure, vocabulary, content, and meaning.
- For Day 4, provide complex texts for students who may not have brought one in. Include a variety of texts to allow for student choice. Consider using texts from this year’s modules (e.g., *Esperanza Rising*, *Promises to Keep*), texts from this module, etc. to ensure students are familiar with the texts provided. For students who need additional support, consider inviting them to work in pairs and to select and work on the same sentence together.
- **Differentiation:** To provide more support, offer a variety of complex texts from past modules for students to choose from to work with on Day 3 (in independent groups) and Day 4 (in teacher-guided groups). Encourage pairs or small groups to choose a common text so they can support each other as they complete the activities for Days 3 and 4.
- **In advance:**
 - Gather complex texts for students who do not bring one in.
 - Choose a compelling sentence to model on Day 4. Choose a sentence from a text that students are familiar with (e.g., a text from this module), so they understand the context surrounding the sentence. Additionally, consider choosing a sentence that was the focus of a Language Dive in this module, so students are able to focus more on the process of deconstructing a sentence, rather than on new language and content. If you prefer, you can use the model excerpt from the poem “Job.”
 - Prepare the independent Student Task Cards.

Materials

Day 2

- ☑ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Student Task Cards (one to display)

Day 4

- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (one per student)
- ✓ Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)
- ✓ Complex text of a student's choice (one per student)
- ✓ Chart paper (one piece per group; used by the teacher to model deconstructing a sentence)
- ✓ Questions We Can Ask during a Language Dive anchor chart (begun in Module 3)

Instruction for Day 2

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss the learning targets. Share that today they will discuss the ways they have learned to read a complex text. Then they will list strategies they can use whenever they read a complex text in the future.
- Invite students to complete step 1 on the activity card 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 step 1 and invite student volunteers to share out.

Conversation Cue: "What, in the text, makes you say so?" (Responses will vary.)

Conversation Cue: "Can anyone add on to what your classmates said?" (Responses will vary.)

- Working as a group, complete the chart in step 2. Use the poem from step 1 and the strategies below to model how to approach a complex text by thinking aloud. Invite students to write down strategies and examples from the text on the chart. Refer to **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)** as necessary.
 - Identify *vocabulary words* that make the poem complex. Then help students brainstorm strategies for working with difficult vocabulary.
 - ▲: Model identifying a word, such as *catacombs*, and determining the meaning. Then model different strategies for determining meaning, including using affixes, context, and a dictionary.
 - ◆: Invite students to identify words and then work with a partner to determine meaning.
 - Identify *content* that makes the poem complex. Remind students that they have already built background about natural disasters and the earthquake in Haiti, so they can picture the destruction that this poem is about. However, the title of the poem is a reference that students may not be familiar with. Model finding a simple explanation of who Job was by looking in the sidebar or a dictionary. (Job was a character in the Bible to whom a lot of bad things happened. However, he kept his faith and kept a positive outlook. The poet is saying he wants to be that way, too.) Then help students brainstorm and record other strategies for working with unfamiliar content.

- Identify how the *structure* of a poem can sometimes make the poem difficult to understand. For example, the beginning and end of a thought is not always clear in a poem. However, if they pay close attention to punctuation, they can read it in a way that sounds more familiar. Demonstrate reading the poem aloud with exaggerated stops at each punctuation mark. By paying attention to the punctuation, we can better understand what the poem is saying.
 - If useful, explain what the punctuation in this poem helps you understand. For example, the poet introduces the idea and describes his *house* until the first dash. Then he talks about the *tree* in his yard until the semicolon. Then he describes his *yard* until the next dash. Then he switches to the *people* in his town who are looking through the rubble for things. Then, after the period, he switches back to the idea of his home. All of those things (the house, the tree, the yard, the people) are different aspects of his home.
 - Help students brainstorm and record other strategies for using structure to help make sense of complex text.
 - ◆▲: Invite students to look for patterns in the poem, as well. For example, there are patterns of both positive and negative imagery. This helps the poet get across the idea that even though his house, his shelter, is cracked and broken, it is still his home. For the ▲ group, invite students to visualize the imagery as they identify patterns in the poem.
- Prepare students for the next day's independent activity using the **Unit 3, Week 1: Additional Work with Complex Text: Student Task Card** for Day 3. Remind students to bring in a text they find complex and to choose one page or paragraph of that text to focus on. It could be a text they studied this year in class. It could also be from a newspaper or their science, math, or history class or a text they are reading on their own (or provide a variety of texts for the students to choose from). They will work with this text on Days 3 and 4. Remind them to use the strategies they brainstormed today. Note that students will use the Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards on Day 3.

Instruction for Day 4

- Distribute the **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards**. Display and discuss learning targets. Share with students that today they will use the strategies they have learned for attacking a complex text in order to choose a compelling sentence within their chosen sentence to focus on.
- Instruct students to take out the **complex text of their choice** and 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.
- Invite students to complete steps 2–7 on the activity card. Using **chart paper** and the Student Activity Card as a guide, model each step on the card before inviting students to work independently or in pairs. If using the poem “Job,” refer to **Unit 3, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Cards (answers, for teacher reference)** for modeling support. Modeling should be fast and efficient, taking no more than 5 minutes.
- Model step 2 by choosing a sentence from a complex text that is both compelling and important to the text's meaning. Consider using the poem “Job” as a complex text, and select the first eight lines to focus on (“This is a home, this is a shelter, these walls,

shaken, the lines of jagged cracks, the split at the ceiling that lets in light and rain—this is my comfort, here,”). Note that this is an excerpt rather than a complete sentence, as poetry is not often written in complete sentences. Read this excerpt aloud and then think aloud the reason for choosing it.

- Invite students to complete step 2 on the activity card. Circulate to support them. If useful, encourage students to choose a sentence they have already done a Language Dive on.
- Model step 3 and chunk your sentence. Create rows on your chart paper that mimic the rows on the Student Activity Card. Explain that there should be between two and five chunks for each sentence. Think aloud as you chunk your sentence.
- Invite students to complete step 3 on the activity card (independently or in pairs).
- Model step 4. Circle vocabulary, structure, and content that make your sentence complex. Think aloud doing so for each chunk on the chart. Explain that there will not always be something to circle for each of the categories.
- Invite students to complete step 4 on the activity card.
- Model step 5. Look at each chunk and think aloud one chunk to focus on based on how meaningful and compelling it is. Put a star next to this chunk on the chart.
- Invite students to complete step 5 on the activity card independently or in pairs.
- Model step 6. On the same chart paper, and using the Student Task Card as a guide, model and think aloud writing questions for this chunk to demonstrate step 6. Refer to the **Questions We Can Ask during a Language Dive anchor chart** to do so.
- Point out that students should circle or write two to three questions in the left-hand column and one active question in the right-hand column. They can also think of their own questions. Encourage them to write the questions that are most meaningful to their chunk, and to get creative with the active questions.
- Invite students to complete step 6 on the activity card. Circulate to support them.
 - ▲: Invite students to use their home languages to discuss and write their questions.
 - ▲: Consider working with a small group of students to support them with the most relevant questions to ask, as well as to support them with creating a sentence frame for the challenge question. For example, if their sentence includes a person, focus them on the question “Who is this chunk about?”
 - ◆: After students finish, invite each student to choose one or two questions to share with a partner.
- As time permits, model and invite students to complete the challenge.
- As time permits, invite students to share with a partner. Students can read their sentence aloud, share their focus structure, ask the one or two questions they chose, and share their sentence practice if they completed the challenge. Choose two or three students to share their focus structure, sentence, and sentence practice with the whole group.
 - ▲: Invite students to share one way they could translate their focus structure into their home language, and to compare the structures in English and their home language.
- Collect the Teacher-Guided Student Activity Cards to review student responses. Consider using sentences identified by students as the basis for additional Language Dives on flex days.