



EXPEDITIONARY  
LEARNING

# Grade 4: Module 3B: Unit 2: Lesson 7

## A Closer Look at Words and Reading Aloud with Accuracy: *Divided Loyalties* Act II, Scenes 2 and 3



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A Closer Look at Words and Reading Aloud with Accuracy:  
*Divided Loyalties* Act II, Scenes 2 and 3**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can use clues in the text to check my accuracy. (RF.4.6c)

I can reread to make sure that what I'm reading makes sense. (RF.4.6c)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>.</li><li>I can read aloud <i>Divided Loyalties</i> with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.</li></ul>	<ul style="list-style-type: none"><li>American Revolution Vocabulary notebook (from Unit 1)</li><li>Act III, Scene 1 Fluency Notes</li></ul>

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Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening             <ol style="list-style-type: none"> <li>A. Engaging the Reader: Concentric Circles (10 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time             <ol style="list-style-type: none"> <li>A. A Closer Look at Words: Identifying Domain-Specific Words (20 minutes)</li> <li>B. Close and Guided Reading: Reading Aloud with Accuracy (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment             <ol style="list-style-type: none"> <li>A. Debrief (5 minutes)</li> </ol> </li> <li>4. Homework             <ol style="list-style-type: none"> <li>A. Read Act III, Scene 1, then record summary notes and write a summary in your Reader's Guide for Act III, Scene 1.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students revisit an excerpt in <i>Divided Loyalties</i> to look for domain-specific vocabulary to add to the Word Wall.</li> <li>• During Work Time B, students practice reading with fluency focusing on reading with accuracy by self-monitoring and self-correcting. Students read aloud all of Act III, Scene 1 at this time in small groups. Students should be familiar with the process for this read-aloud, as they have done similar read-alouds, focusing on reading with fluency, earlier in the unit.</li> <li>• In advance:             <ul style="list-style-type: none"> <li>– Determine triads for Work Time A and small groups for Work Time B.</li> <li>– Review Concentric Circles protocol and Fist to Five in Checking for Understanding Techniques (see Appendix).</li> <li>– Post: Vocabulary Strategies anchor chart; Reading with Fluency anchor chart; Learning targets</li> </ul> </li> </ul>

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Lesson Vocabulary	Materials
self-correcting, self-monitoring; disappointed (36), shocked (36), troublemakers (36);	<ul style="list-style-type: none"><li>Vocabulary Strategies anchor chart (begun in Module 2A, Unit 1, Lesson 3)</li><li>Sticky notes (several per student)</li><li><i>Divided Loyalties</i> (book; one per student)</li><li>American Revolution Vocabulary notebook (from Unit 1)</li><li>Word Wall (begun in Unit 1)</li><li>3"x5" index cards (one per student)</li><li>Reading with Fluency anchor chart (begun in Lesson 2)</li><li>Equity sticks</li><li><i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)</li></ul>

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Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Concentric Circles (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to gather in two circles, one facing in and the other facing out, for Concentric Circles to discuss <i>Divided Loyalties</i>.</li> <li>• For the first round of Concentric Circles, ask students to share their opinion of Abigail sneaking out to go to the Sons of Liberty meeting with William.</li> <li>• Give students 2 minutes to share with their partner.</li> <li>• Next, ask students in the inside circle to move two people to their right and ask students to share their opinion of William joining the Patriot army and fighting in the Battle of Trenton.</li> <li>• Give students 2 minutes to share.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols like Concentric Circles allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.</li> </ul>
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets and read them aloud:           <ul style="list-style-type: none"> <li>* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."</li> <li>* "I can read aloud <i>Divided Loyalties</i> with accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense."</li> </ul> </li> <li>• Explain that today they will reread Act II, Scenes 2 and 3 looking for opinion words and practicing fluency. Tell students they will learn some new things to think about when reading a text aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>

Work Time	Meeting Students' Needs
<p><b>A. A Closer Look at Words: Identifying Domain-Specific Words (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that today you would like students to focus on Act II of <i>Divided Loyalties</i> to find domain-specific words to add to their Vocabulary Notebooks.</li> <li>Remind students that there are several strategies they can use when they come to a word they don't know in the text. If necessary, review the <b>Vocabulary Strategies anchor chart</b>.</li> <li>The chart should contain something similar to the following: <ul style="list-style-type: none"> <li>Reading on in the text and inferring</li> <li>Thinking about parts of the word that you know (like word roots)</li> <li>Looking for a text feature that defines the word</li> <li>Looking in the glossary</li> <li>Looking in a dictionary</li> <li>Discussing a word with another person (after trying some of the above strategies)</li> </ul> </li> <li>Distribute one <b>sticky note</b> to each student.</li> <li>Ask students to take their copy of <b><i>Divided Loyalties</i></b> and their <b>American Revolution Vocabulary notebook</b> and join predetermined triads.</li> <li>Give students 10 minutes to reread Act II, find specific content vocabulary words, discuss their understanding and record their questions and visuals/notes that they think should go on the <b>Word Wall</b> on a sticky note. Remind them to use the criteria at the top of their American Revolution Vocabulary notebook to decide which words to choose.</li> <li>Ask students to begin working with their triads.</li> <li>Circulate and support pairs as needed.</li> <li>Tell the students to decide as a small group on three to five words they feel are most important to include on the class Word Wall.</li> <li>Refocus students whole group. Ask each student to choose one word and, using one of the vocabulary strategies, write a definition for this word in their American Revolution Vocabulary notebook.</li> </ul>	

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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask the students to share in their triads the word they each chose, the definition and which strategy they used to figure out the meaning.</li> <li>Gather students together to decide which words they identified will be useful to keep throughout the module. Use the criteria at the top of students' American Revolution Vocabulary notebooks when choosing words.</li> <li>Write these words on <b>3"x5" index cards</b> to attach to the Word Wall. (Later, you can write the definitions on separate index cards. Attach the definition to the wall with the word on top of the definition—be sure students can “flip” the word up to see the definition underneath.)</li> </ul>	
<p><b>B. Close and Guided Reading: Reading Aloud with Accuracy (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that because <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read fluently to help the audience understand the plot of the play. Review by asking:           <ul style="list-style-type: none"> <li>* “What does it mean to read fluently?”</li> </ul> </li> <li>Cold call one or two pairs of students, listening for responses like: “It means to sound like you’re talking to someone else,” or “It means to read smoothly and without any mistakes.”</li> <li>Post the <b>Reading with Fluency anchor chart</b> and ask:           <ul style="list-style-type: none"> <li>* “What are the characteristics of fluent reading? What does fluent reading sound like?”</li> </ul> </li> <li>Use <b>equity sticks</b> to cold call students to share what they know about fluent reading. Listen for the characteristics listed on the anchor chart, such as:           <ul style="list-style-type: none"> <li>– The rate is appropriate—don’t read too fast or too slow.</li> <li>– The reader’s voice changes based on the punctuation of the sentence.</li> <li>– The reader’s voice changes based on what the character is saying or doing.</li> <li>– Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it.</li> </ul> </li> <li>Ask:           <ul style="list-style-type: none"> <li>* “How does fluent reading help the audience watching or listening to the play?”</li> </ul> </li> <li>Listen for responses like: “It is easier for the audience to understand the story.”</li> </ul>	<ul style="list-style-type: none"> <li>You might wish to group students into homogeneous groups and meet with a group of students who might be struggling with fluency. Alternatively, you might wish to group students heterogeneously, so students challenged by reading fluently can hear additional models of fluent reading while working in a small group.</li> </ul>

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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Explain to students that they will have another chance to practice reading the text fluently today and that they will again focus more deeply on reading aloud with accuracy.</li> <li>• Ask:           <ul style="list-style-type: none"> <li>* “What does it mean to read aloud with accuracy?”</li> </ul> </li> <li>• Listen for students explaining that this means that the reader makes few or no mistakes when reading aloud.</li> <li>• Explain to students that you will read aloud an excerpt from Act II, Scene 3 of <i>Divided Loyalties</i>. Distribute sticky notes to students and invite them to write notes about what they notice about your fluency when reading aloud.</li> <li>• Invite students to turn to page 38 in <i>Divided Loyalties</i>, to William’s last line on the page, starting with, “But he did, Father,” and ending with, “It’s too late to tell me not to enlist.” Read this line aloud, purposely making several mistakes and self-correcting by rereading.</li> <li>• Ask:           <ul style="list-style-type: none"> <li>* “What did you notice about my read-aloud?”</li> </ul> </li> <li>• Listen for students observing that when you made a mistake, you went back in the text and reread the text, correcting yourself. Explain to students that this is called <i>self-correcting</i>.</li> <li>• Tell the class that when readers are reading aloud, they make sure what they are reading is <i>accurate</i> by thinking about what they have read, making sure it matches with what is printed on the page and makes sense with the story. Explain that this is called <i>self-monitoring</i>.</li> <li>• Briefly model reading aloud with accuracy and self-correcting by reading and thinking aloud William’s last line on page 38 again. Demonstrate asking yourself the following questions:           <ul style="list-style-type: none"> <li>* “Does what I read look right?” This means self-monitoring for mistakes in word recognition—for example, misreading “surround,” saying “surrounded” and correcting it.</li> <li>* “Does what I read make sense?” This means self-monitoring for mistakes in understanding—for example, misreading “Father” for “dad” and correcting it.</li> </ul> </li> <li>• Reread the line, modeling how <i>not</i> to read with accuracy and without self-corrections so students may hear a non-example as well.</li> </ul>	

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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Add these to the Reading with Fluency anchor chart:             <ul style="list-style-type: none"> <li>– Does what I read look right?</li> <li>– Does what I read sound right?</li> </ul> </li> <li>• Explain that the class will now have an opportunity to practice fluent reading, focusing on self-monitoring and self-correcting. Tell students that they will read Act II, Scene 3 aloud in small groups and then reflect on their fluency. Remind them that this is just practice and they should not feel pressure to read perfectly the first time.</li> <li>• Group triads together, forming groups of six students.</li> <li>• Invite the class to decide on a role for each person—tell students the choices are the Narrator, Robert, Abigail, Mary, Ben, and William. Explain to students that they will be reading aloud all of Act II, Scene 3.</li> <li>• Once students have determined parts, give them 5 minutes to reread this excerpt to themselves, thinking about accuracy. Tell students to think about the following question while rereading to themselves and remind them that it is on the Reading with Fluency anchor chart:             <ul style="list-style-type: none"> <li>* “Are there any words I’m not sure of how to pronounce or don’t understand?”</li> </ul> </li> <li>• Now invite students to read aloud this excerpt with their group, remembering to read aloud with accuracy and self-monitor and self-correct as necessary.</li> <li>• When students have finished reading this excerpt aloud, invite them to reflect with their group, discussing:             <ul style="list-style-type: none"> <li>* “What did you do well when reading aloud? What do you need to work on?”</li> </ul> </li> <li>• Invite students to read aloud the excerpt again, focusing on improving on what they just discussed with their group.</li> <li>• Finally, invite students to turn to the Act II, Scene 3 Fluency Notes on page 18 of their <b><i>Divided Loyalties: Reader’s Guide</i></b> and display so students can see.</li> <li>• Tell students that now they will reflect on their fluency and record their notes on their Act II, Scene 3 Fluency Notes in their Reader’s Guides.</li> <li>• Circulate and support students as needed. If necessary, prompt them by asking them questions like: “What did you do well when reading aloud? What do you need to work on?”, “Did you self-monitor while you were reading aloud?”, or “Did you self-correct while you were reading aloud?”</li> </ul>	

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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students back together.</li><li>• Invite students to use the Fist to Five Checking for Understanding technique, showing how confident they are in reading aloud, showing a fist for feeling completely unsure of how to read aloud purposefully, with understanding, and with accuracy, or a five, meaning they can read aloud with purpose, understanding, and accuracy. Be sure to check in with students who show a fist, one, or two fingers before the End of Unit 2 Assessment in Lesson 10.</li><li>• Explain to students that they should finish any summary notes in their Reader's Guide, and read Act III, Scene 1 and record summary notes in their Reader's Guide for that scene for homework and to be ready for Lesson 8.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Act III, Scene 1, then record summary notes in your Reader's Guide for Act III, Scene 1.</li></ul>	

There are no new supporting materials for this lesson.