

Fluency

Fluency Practice

- ◆ “Langston Hughes: Poet of the People” may be a challenge for some students because the format of a play is different from the narratives that they are more used to reading. Remind students about the ways in which the format of a play is different from narrative writing.
 - Instead of dialogue in quotations with attribution, the name of the speaker always comes first, is capitalized, and is followed by a colon. The words that follow the colon are the dialogue—they do not appear in quotations. Therefore, students will be reading the character’s name first and the dialogue last.
 - Stage directions appear in parentheses—these describe the setting and the actions that the characters take.
- ◆ Tell students that when they read a play, their tone of voice should be different when they are reading the speaker’s name and the stage directions, compared to when they are reading the dialogue. Tell them that they should read the dialogue the same way they would read it in a narrative story—with the feeling and emotion that is appropriate for what they are saying.
- ◆ Explain to students that they should read the speaker’s name and stage directions as though they were an outside narrator, almost parenthetically, pausing before they speak the dialogue.
- ◆ Model fluent reading and expression by reading pages 92–93 from “Langston Hughes: Poet of the People.”
- ◆ After you have read the passage, call on volunteers to read parts of the passage. Students may enjoy reading this passage as actors, taking on character roles and reading only the dialogue.

Inquiry

- ◆ Inquiry is an ongoing process that students should return to every day. The goal of Inquiry is for students to build the critical tools necessary for individual investigation—such as independent thinking, analyzing, evaluating, and synthesizing.
- ◆ Make sure students refer to the **Concept/Question Board**. The Board should be used as a tool for students to explore concepts and develop Inquiry questions related to the unit theme.



To help students support their Inquiries or expand their knowledge of a topic, have them read the *Leveled Readers* for this unit. If students are working in a group, encourage them to share their information with their group members. Use each student’s Oral Fluency Assessment score from the previous lesson assessment to diagnose the appropriate *Leveled Reader*.



Teacher Tip

READING WITH EXPRESSION Remind students that when they speak, they let others know whether they feel sad, happy, angry, and so on. When students read the words spoken by a character or actor, they must remember to read with expression and use their voices to show the way the character or actor feels.

Technology

FLUENCY ACTIVITIES Have students read the *eFluency*, Unit 1, activities to help them build and strengthen their comprehension.