Grade 4: Module 1: Unit 3: Lesson 3
Close Read:
Communication and Conflict Resolution Strategies
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can answer questions using evidence from text. (RI.4.1) |
| I can determine the main idea using specific details from the text. (RI.4.2) |

Supporting Learning Targets

<table>
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<th>Ongoing Assessment</th>
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<td>• Teacher observations</td>
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<td>• Close read annotations and margin notes</td>
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- I can identify details from the article “Smart-Speak” to support my answers to questions.
- I can group details from the article to identify the main idea.
# Agenda

1. **Opening**  
   A. Engaging the Reader (5 minutes)

2. **Work Time**  
   A. Reviewing Close Reading (15 minutes)
   B. Close Reading of “Smart-Speak” (30 minutes)

3. **Closing and Assessment**  
   A. Debrief (5 minutes)
   B. Exit Ticket (5 minutes)

4. **Homework**

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# Teaching Notes

- Preview the article “Smart-Speak” by Marilyn Cram Donahue
- Review: Helping Students Read Closely (Appendix 1)
- Review the Possible Rules to Strengthen Our School Community model. This will guide you when the students suggest rules after reading the article.

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# Lesson Vocabulary

- main idea, supporting details, gist, solution(s), conflict resolution, resolve, scowled, specialist, unproductive, encouraging, body language, jiggle, tug, snapped (verb), dialogue

# Materials

- Close Readers Do These Things anchor chart (from Unit 1)
- “Smart-Speak” by Marilyn Cram Donahue (one per student)
- Possible Rules to Strengthen Our School Community anchor chart (prepared by teacher between Lessons 1 and 2, based on students’ analysis of school survey data)
- Possible Rules to Strengthen Our School Community model
- Index cards (one per student)
A. Engaging the Reader (5 minutes)

- Invite the class to read the first learning target aloud with you: “I can identify details from the article to support my answers to questions.”

- Circle the phrase support my answers. Ask the students to define support in this context. How would they support their answers to questions? Listen for comments such as: “I can back up my answer with information from what I read,” or “I can find the answer in the book or find a sentence in the book that proves my answer is right.”

- Remind the students of their work so far in Units 1 and 2 with identifying the main idea and how details support the main idea. Ask the students: “How do you determine the main idea in a text? What are supporting details?” Invite students to think, then share with a partner, about these questions. Ask: “How does determining the main idea and explaining how it is supported with details help us as readers?” Invite students to think, then share with a partner, about this question.

- Tell students that today they will be practicing these reading skills with peers when reading the article “Smart-Speak.” Explain that this article shares rules for solving conflicts in a peaceful way that are similar to rules the Iroquois created. Suggest to the class that these strategies might help create rules for conflict resolution just as it did for the Iroquois, which might make school a nicer place.

Meeting Students’ Needs

- Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
### Work Time

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<tr>
<th>A. Reviewing Close Reading (15 minutes)</th>
<th>Meeting Students’ Needs</th>
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<td>• Remind the students of the close reading they did of the Great Law of Peace (Iroquois Constitution) in Unit 1, and of sections of <em>Eagle Song</em> during Unit 2. Explain to students that they will be close reading a new article today in order to better understand how to solve problems in school.</td>
<td>• For ELLs, consider posting nonlinguistic symbols for some of the key vocabulary terms in the targets.</td>
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<td>• Ask students to find a partner. With this person, they should discuss their process of reading the Great Law of Peace closely. Distribute index cards. Advise the class: “Be sure to explain what you did first, next, and any strategies you used while reading. Once you and your partner have shared, write down on the index card the skills you used as close readers.” Give the students 10 minutes to discuss how to close read and record the steps on their index cards.</td>
<td>• For fluent readers, focus on context clues.</td>
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<td>• When the students have finished their discussions, invite students to share the things they did yesterday when they read closely.</td>
<td>• For students still developing reading fluency, focus on word attack strategies, and then move to context clues, if needed.</td>
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<td>• After the students share ideas, check that all the steps were discussed by re-orienting students to the Close Readers Do These Things anchor chart they created in Unit 1.</td>
<td>• Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.</td>
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**Note:** This is not a rigid set of steps; at this point students may be realizing that different texts require slightly different approaches, and that close readers can use many strategies. But be sure that students basically describe the following process:

- Read aloud if the text is really hard.
- *Read the whole thing slowly and think about the central message or main idea.*
- *Reread passages one chunk at a time.*
- *Underline things that you know about.*
- *Circle words that you do not know.*
- *Try to figure out words from the context.*
- *Talk about what you understand and what you don’t.*
- *State the gist or message of the paragraph in the margin.*
- *Reread a third time in order to find answers to questions and revise and record.*
## B. Close Reading of “Smart-Speak” (30 minutes)

- As you distribute the article to students, tell them that now they will work together, with your help, to try reading closely the article **“Smart-Speak”** by Marilyn Cram Donahue.

- Ask the class to read the article silently. Ask students for a thumbs-up if they have something to say about the article. Say: “Good start! Let’s see if we can learn more!”

- For the second read, chunk the article into smaller sections. Ask students to chorally reread the section “What Are You Afraid Of?” Ask students to underline anything they know from their previous learning and/or think they understand. Ask them to turn to a partner and say what they think the section says.

- Students should each individually write down the gist of the section in their own words. They should write it as a short phrase in the margin. An example might be: “Saying how we feel can be scary sometimes, but it’s important to be honest.”

- Say: “We are going to read this section a third time. Let’s see if we can figure out what some new words mean. To do this, we will ask clarifying questions and then try to look in the text to help us figure out the answers. Just as I showed you earlier.”

- Model again briefly how to focus on vocabulary during this third read. Draw students’ attention to the word excuses. Ask: “What does this word mean?” Invite students to tell their partners what they think it means.

- Invite students to continue their third read with a partner. Students should take turns telling the partner what they understand, asking clarifying questions, and then working together to return to the text to try to find answers.

- Point out to students that today, they were not asked to answer any specific questions about the text. They have been building their skills as close readers for about six weeks, and today you wanted to just let them try to get all the meaning they could on their own.

- Then ask students to revisit and revise their gist statement.

- Ask the partnered students to keep working together on each remaining chunk of the article. They should continue practicing the close reading process, asking clarifying questions, focusing on key vocabulary, and referring back to the text with their partner to check that they understand the main ideas.

- Monitor students and support their reading of this article as needed. Consider working with a small group if some students need more support.

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### Meeting Students’ Needs

- For enrichment, group above-grade-level students together during Session 2 and invite them to summarize which survey group appears to be treated most unfairly and predict why that might be.
## Closing and Assessment

**A. Debrief (5 minutes)**
- After the students have finished reading the article, invite them to gather whole group. Display the [Possible Rules to Strengthen Our School Community anchor chart](#) (created by teacher between Lessons 1 and 2).
- Ask: “What are some rules from Smart-Speak?” Invite several students to share rules for conflict resolution. List the rules on the anchor chart (see the [Possible Rules to Strengthen Our School Community model](#) for suggestions). Ask students if the rules they have read so far are similar to the rules the Iroquois created. In what ways?
- Debrief the close reading experience. Ask students to turn and talk to a partner to answer the following question: “What parts of today’s lesson helped you learn from your reading?” After they have talked in pairs, share out and celebrate students’ great reading.
- Remind students that tomorrow, they will be taking the Mid-Unit 3 Assessment. They will be reading a new text on their own, and practicing close reading. Address any questions students have about close reading.

**B. Exit Ticket (5 minutes)**
- Hand each class member an index card and ask them to reread the Listening to Both Sides box at the end of “Smart-Speak.” Ask the students to rewrite each of the negative “You” statements as positive “I” statements.
- Provide students with enough time to rewrite the statements.
- Glance over them for a quick assessment and to help with planning for the next lesson’s learning needs.

## Meeting Students’ Needs

- Provide ELLs with a sentence starter to aid in language production. For example: One rule from the article is _________.

## Homework

- For tonight’s homework, continue reading at your independent level at home.

*Note: The students will be taking the mid-unit assessment tomorrow (answering text-dependent questions, including those about main idea).*
“Smart-Speak” by Marilyn Cram Donahue

Know how you feel. Chris and Samantha didn’t solve a thing by calling each other names. They only made matters worse.

Carolyn Mathers, a physical education specialist from San Bernardino, California, says that name-calling is negative and unproductive. “It doesn’t help anyone play a better game or be a better person,” she says. “Instead, I tell kids to say something encouraging and mean what they say. When a teammate makes a mistake, he or she feels better if someone says ‘tough luck’ instead of ‘you dummy.’”

**The Way You Say It**

Speech experts say that it isn’t only what you say, but how you say it that counts. If you want to make people pay attention, you need to be aware of your voice and your body language.

- Do relax. Sit or stand quietly.
- Don’t jiggle your knees, chew your lips, or tug at your clothes.

**Getting It All Together**

“When you are really frustrated,” says Allison, from California, “you might feel like yelling at people, but that won’t make them understand how you feel. It will probably make the problem harder to resolve.”

Conflict resolution is a process in which people try to solve disagreements by working together peacefully. Each person is able to speak without being interrupted. And each person must listen carefully when the other speaks. Here are some conflict resolution strategies:

- Think about what you want to say before you say it.
- Keep your voice calm and clear.
- Make and keep good eye contact. Look at the person.
- Use assertive “I” statements, such as “I think” and “I believe,” instead of aggressive “you” statements like “you should” or “you never.”
- Listen to what the other person says. Then repeat it in your own words to make sure you heard it right.
- If things go out of control, stop and take a deep breath. Count to 10 before you speak again.
- If you can’t solve your problem, ask a third person to listen and help you both follow the rules. Say what you mean in a positive way, then listen with an open mind to what the other person is trying to tell you. When you can do that, you will have learned smart-speak, the art of communication.

**Listening to Both Sides**

Working with a partner, read aloud the following dialogue between Chris and Samantha. After you have read it once, switch parts and take the other side.

Now rewrite the scene, changing the negative “you” statements to positive “I” statements. Begin your sentences with phrases such as “I feel like,” “I want to explain,” “I like it when,” and “I think.” Instead of “you should,” “you always,” “you didn’t,” or “you said.”

Remember to (1) take turns speaking, (2) listen carefully, (3) repeat in your own words what you think the other person said, and (4) respond without getting excited.

"You always lose your temper!” yelled Chris. She held up the dentists trophy. “You’re not even sorry, are you?”

“You didn’t have to call me names.” Samantha snapped.

“You started the whole thing,” Chris retorted. “Just because you’re the oldest, you think you can boss me around.”

“You never respect my privacy!”

Chris stomped her foot. “We have to share a room, so you might as well get used to it!”
Possible Rules to Strengthen Our School Community Model
(for Teacher Reference)

1. Think about what you want to say first
2. Speak with a calm voice and make eye contact
3. Use “I” statements to say how you feel
4. Listen to what the other person has to say
5. When you are angry or upset, count to 10 then speak again
6. If you can’t solve your problems together, ask another person to help