



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 9

Developing Reading Fluency: Selecting a Text and Practicing Reading Aloud



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can choose texts that interest me. (RL.3.11a)

I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)

Supporting Learning Targets

- I can choose a text that interests me for my read-aloud recording.
- I can use the criteria of a fluent reader to practice.

Ongoing Assessment

- Student book selection
- Fluent Reader Criteria checklist (completed by the teacher after listening to individual students read)

Agenda

1. Opening
 - A. Engaging the Reader : Audio Recording or Read-aloud (5 minutes)
 - B. Fluent Reader Vocabulary Review (10 minutes)
2. Work Time
 - A. Select Text (10 minutes)
 - B. Individual Practice (10 minutes)
 - C. Partner Practice with Feedback Based on Criteria (10 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. Practice reading a book or book excerpt aloud to someone.

Teaching Notes

- This lesson involves fluency practice, so students may read their own independent reading book. By contrast, Lesson 10 involves a formal assessment of students' fluency, so ideally students will all read the same text. Use professional judgment if some students simply will not succeed with a text at the official grade-level Lexile band.
- This lesson serves two purposes. First, students can practice for their assessment; and, second, it might provide an idea for a service project to do as an extension of this unit: reading aloud and creating audio recordings of books or poems, to then share with younger children or others. See the Optional Extensions note at the end of the Unit 2 Overview.



Lesson Vocabulary	Materials
criteria, practice, punctuation, text, fluent, read-aloud, interests,	<ul style="list-style-type: none">• Short Poem (audio recording or text) from <i>I Am the Book</i> by Lee Bennett Hopkins (see Unit 1 Recommended Texts) or teacher's choice• Fluency vocabulary cards (from Lesson 2)• Fluency Criteria anchor chart (from Lesson 8)• Fluent Reading Criteria Checklist (vocabulary on this form should be explained specifically to ELLs)• Students' independent reading texts

Opening	Meeting Students' Needs
A. Engaging the Reader : Audio Recording or Read-aloud (5 minutes) <ul style="list-style-type: none">• Gather students in a circle. Ask them to Pair-Share a star and step from their fluency homework. Invite students to focus on their step as they read aloud the poem or short text in the next section.• Play an audio recording (or do a choral reading) of a short poem from <i>I am the Book</i>, and invite students to read along as appropriate. (Use any poem students are familiar with; consider using <i>I Am the Book</i> by Lee Bennett Hopkins. See Unit 1 Recommended Texts)	
B. Fluent Reader Vocabulary Review (10 minutes) <ul style="list-style-type: none">• Share first learning target: "I can choose a text that interests me for my read-aloud recording."• Circle the words <i>text</i> and <i>interests</i> and discuss their meanings. Add visual clues above the words as appropriate.• Deconstruct the second target: "I can use the criteria of a fluent reader to practice," by identifying and discussing the words <i>criteria</i>, <i>fluent</i>, and <i>practice</i>.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary. Specifically, these can be used in directions and learning targets.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Review key vocabulary related to fluency (e.g., <i>phrasing</i>, <i>rate</i>, <i>punctuation</i>, and <i>expression</i>). Students may use their vocabulary cards from Lesson 2 to participate in a short vocabulary activity:<ul style="list-style-type: none">* Read-aloud Charades (small or large group): One student reads a portion of the short poem (from the lesson opening) of the lesson—modeling a particular element of fluent reading—and other students guess what the reader is demonstrating.* Taboo: Students describe the word on a flash card to a partner, a team, or the whole class without saying the word itself.	<ul style="list-style-type: none">Increase interactions with vocabulary in context by repeatedly using and referring to key terms. This increases rate of vocabulary acquisition for ELLs.Consider putting nonlinguistic symbols on the vocabulary cards to aid in comprehension and allow students to make quicker connections to meaning.
Work Time	Meeting Students' Needs
<p>A. Select Text (10 minutes)</p> <ul style="list-style-type: none">Tell students that they will be practicing reading aloud today with a text of their choice. Remind students that reading aloud is one way to build their reading superpowers and to share those superpowers with others.Invite students to think about a short text that is familiar to them. They may select a stand-alone text (such as a poem), or a small group of students may choose a longer text (such as a narrative text) and read excerpts of it as long as each student reads a portion individually. Provide options to best support readers.Frame the text selection process. Invite students to make their choices. Confer with students about their selections and provide guidance as necessary.	<ul style="list-style-type: none">Providing text options and individual vs. group reading opportunities for students fosters engagement.Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Or allow ELLs to use a bilingual text if possible.
<p>B. Individual Practice (10 minutes)</p> <ul style="list-style-type: none">Before students practice, briefly model with a short, familiar poem (ideally, one that has been used during the “hook” of this series of lessons) how to code a text for fluency cues (e.g., circle the exclamation marks, question marks, or any words that might warrant expression).Have students read through their text and identify places where they will need to be particularly attentive to punctuation or expression based on the words and punctuation marks the author uses. If possible, students can code their text with reminders. Otherwise, they may use sticky notes to write fluency reminders.	<ul style="list-style-type: none">Developing systems and structures for student goal setting promotes strategic, goal-directed learners.ELLs may need more practice opportunities with their text.Collaboration supports students' engagement.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to review the fluency feedback they received from their reading yesterday both in school and for homework. Have students set a fluency goal for themselves.• Confer with students as they practice; provide feedback connected to the Fluent Reading Criteria Checklist.	<ul style="list-style-type: none">• With ELLs, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
<p>C. Partner Practice with Feedback Based on Criteria (15 minutes)</p> <ul style="list-style-type: none">• Students meet with a partner and share why they chose their text, then practice reading aloud to their partner.• Students give verbal feedback to their partners using the star and step framework from Lesson 8. Use sentence frames: "I like how you _____," and "I think you would be more fluent if you _____."	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Invite students to reflect silently on their partner reading experience. What is one star (area of strength) you showed as a fluent reader? What is one step (area of growth) to improve your fluency? Students Pair-Share using sentence frames: "I like how I _____," and "I would be more fluent as a reader if I _____."• Tell students that tomorrow, they will get to show their reading superpower of fluency on the End of Unit 2 Assessment. They will again have time to practice, and then will read aloud to the teacher.	<ul style="list-style-type: none">• To better engage learners, develop strategies for students to self-assess and reflect.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Practice reading a book or book excerpt aloud to someone. First read it five to eight times to yourself, focusing on fluency. Then share it with a listener. The listener can then give you a star (a strength) and a step (a suggestion) on the fluency feedback form. <p><i>Note: For Lesson 10, choose another short poem. Consider using one of the poems from the book <i>I Am the Book</i> by Lee Bennett Hopkins (see Unit 1 Recommended Texts) or another favorite poem of your choice.</i></p>	<ul style="list-style-type: none">• Some ELLs may need more practicing opportunities in school. Family members at home may not speak fluent English.



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Supporting Materials



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Target	Not Yet	Almost There	Excellent!	Comments
Phrasing <i>(I can group many words together as I read.)</i>				
Rate <i>(I can read like I talk, and I only stop when it makes sense in the text.)</i>				
Punctuation <i>(I can pay attention to the punctuation, and I use it to help me know how to read the text.)</i>				
Expression <i>(I can use expression to read, and it helps me understand the story.)</i>				