



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 1: Unit 2: Lesson 10**

## **Developing Reading Fluency: Beginning the End of Unit 2 Assessment**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can improve my fluency using feedback from others.</li> <li>I can read the Helen Keller text fluently for an audio recording.</li> </ul>	<ul style="list-style-type: none"> <li>Fluent Reader Criteria list, completed by peer</li> <li>End of Unit 2 Assessment</li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Engaging the Reader : Audio Recording or Read-aloud (3 minutes)</li> <li>Fluent Reader Vocabulary Review (7 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>Modeling: Giving Feedback Using a Criteria List (10 minutes)</li> <li>Partner Practice, Part 1 (15 minutes)</li> <li>Individual Rehearsal (10 minutes)</li> <li>Partner Practice, Part 2 (10 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Debrief (10 minutes)</li> </ol> </li> <li>Homework             <ol style="list-style-type: none"> <li>Practice your reading fluency.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>This lesson introduces the End of Unit 2 Assessment of students' reading fluency. This assessment must be done individually with students. It may be completed within or outside the ELA period of the day. Teachers will record students' reading as time and technology permit.</li> </ul>



Lesson Vocabulary	Materials
improve, feedback, fluency	<ul style="list-style-type: none"><li>• Short poem (teacher's choice) for opening (audio recording or text)</li><li>• End of Unit 2 Assessment Text: Helen Keller</li><li>• Fluency vocabulary cards (from Lesson 2)</li><li>• Fluency Criteria anchor chart (from Lesson 8)</li><li>• Students' independent reading texts</li><li>• Fluent Reading Criteria checklist (from Lesson 8; refer back to that document in order to gather data for students' End of Unit Assessment)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader : Audio Recording or Read-aloud (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Play an audio recording (or engage in a choral reading) of <b>a short poem</b> and invite students to read along as appropriate. Use any poem that students are familiar with; consider the resource <i>I Am the Book</i> by Lee Bennett Hopkins.</li></ul>	
<p><b>B. Fluent Reader Vocabulary Review (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Share the first learning target: "I can improve my fluency using feedback from others." Circle the words <i>improve</i>, <i>fluency</i>, and <i>feedback</i> and discuss their meanings. Invite students to discuss how feedback helps them as learners. Remind students that today is the last official practice before they record their reading, so work time with their partners is especially important.</li><li>• 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 <b>vocabulary cards</b> from Lesson 2 to participate in a short vocabulary activity:<ul style="list-style-type: none"><li>* Read-aloud Charades: (small or large group). One student reads a portion of the poem from the hook of the lesson, modeling a particular element of fluent reading, and other students guess what the reader is demonstrating.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary in directions and learning targets.</li><li>• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* Taboo: Students describe the word on a flashcard to a partner, a team, or the whole class without saying the word itself.</li><li>Tell students that today during class, or some time during the next few days, they will get to demonstrate their reading fluency by reading aloud a text to you or another support staff. This is the End of Unit 2 Assessment.</li></ul>	<ul style="list-style-type: none"><li>Review vocabulary with nonlinguistic symbols (e.g., a musical note for phrasing, an arrow sign for rate) and try posting those symbols on vocabulary cards.</li></ul>
Work Time	Meeting Students' Needs
<p><b>A. Modeling: Giving Feedback Using a Criteria List (10 minutes)</b></p> <ul style="list-style-type: none"><li>Model how to use the criteria list, to help students picture clearly what it looks and sounds like to give feedback to peers.</li><li>Invite a student who is at least a somewhat fluent reader, but not a superstar, to read the <b>End of Unit 2 Assessment Text: Helen Keller</b> text aloud for the group (ideally, at least as many times as what students will in partner practice, Part 1, below). Model active listening per the class norms. After the student has read, model how to use the criteria list to identify areas of strength and growth. Demonstrate how to give feedback to the reader in a specific, kind, and helpful way, as well as how to complete the <b>fluency criteria list</b>.</li><li>Ask students to Pair-Share what they saw and heard during the modeling. Create an anchor chart with this process.</li><li>Tell students that today's practice is going to happen in three parts: partner work, individual rehearsal, and then more partner practice to show their partners how they used their feedback to improve their fluency.</li><li>Students may stay in the same place in the classroom for all three phases, with the teacher giving directions at the start of each new phase.</li></ul>	<ul style="list-style-type: none"><li>Modeling gives students a clear and understandable vision of the task at hand.</li><li>Use thoughtful grouping: ELLs will benefit from working with a native speaker of English to provide a model of language. If a student seems excessively nervous or uncomfortable, consider partnering him or her with a student who speaks the same L1.</li></ul>
<p><b>B. Partner Practice, Part 1 (15 minutes)</b></p> <ul style="list-style-type: none"><li>Students each read aloud the Helen Keller text two or three times for their partner. Students will give oral and written feedback to their partners using the fluency criteria list as modeled. Circulate to give guidance and feedback as necessary.</li></ul>	<ul style="list-style-type: none"><li>Collaboration supports students' engagement.</li></ul>
<p><b>C. Individual Rehearsal (10 minutes)</b></p> <ul style="list-style-type: none"><li>Transition to individual rehearsal after students have given and received partner feedback. Remind them to use the partner's feedback as they practice on their own. When they work with their partner again in a few minutes, they can show how they improved fluency. Connect back to the learning target.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>D. Partner Practice, Part 2 (10 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to tell their partner what element of fluency they have been working hard to improve. During this second round of partner practice, students will again read aloud their texts and their partner will give them one compliment using a sentence frame such as: "I like how you _____."</li></ul>	<ul style="list-style-type: none"><li>With ELLs, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask: "How did feedback help you improve your fluency?" Offer a sentence frame like: "My partner's feedback helped me to _____ as a fluent reader."</li><li>Ask students to Pair-Share. If time permits, have a few share with the whole group.</li><li>Remind students that if they did not record their read-aloud of the assessment text during class today, they will meet with you or another support staff some time in the next few days to do their End of Unit 2 assessment.</li></ul>	<ul style="list-style-type: none"><li>Posting a sentence frame for the debrief may help students to answer the question.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Practice your reading fluency. Choose a section from your independent reading book to read aloud to an adult or to yourself in the mirror at home.</li></ul>	<ul style="list-style-type: none"><li>For students struggling with fluency, chunk the text and have them repeat one portion multiple times to build confidence.</li></ul>



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## Supporting Materials



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## **Helen Keller**

When Helen Keller was a child, she was very sick and became deaf and blind. She was not able to see or hear. She would feel people's hands to understand what they were doing. Helen learned to do many things this way. However, she started to become sad because she could not talk or read.

Her family knew they must help her. "We must figure out a way to help our sweet Helen," they said. "Who might be able to teach her?" they asked. They found a teacher named Miss Sullivan. She taught Helen the signs for letters. Then she would spell the words in Helen's hand to talk with her.

One day Miss Sullivan took Helen to the water pump. She poured water on her hand. She spelled the letters W-A-T-E-R as the water ran over Helen's hand.

Helen learned that the word "water" meant the water that she felt on her hand.

She ran everywhere asking Miss Sullivan the name of different things. Her teacher would spell the words in her hand. Helen was so happy! She could now finally understand the world around her.

Written by Expeditionary Learning for Instructional Purposes.