

Lessons 11 & 12: End of Unit 3 Assessment: Reading a New Text Aloud for Fluency



CCS Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.3.3b:** Recognize and observe differences between the conventions of spoken and written standard English.



Daily Learning Targets

- I can effectively perform my presentation. (SL.3.4, SL.3.6, L.3.3b)
- I can read a new excerpt of text fluently. (RF.3.4)

Ongoing Assessment

- Student presentations (SL.3.4, SL.3.6, L.3.3b)

Agenda

1. Opening

- A. Returning Mid-Unit 3 Assessments (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. End of Unit 3 Assessment: Reading Aloud a New Text for Fluency (95 minutes)

3. Closing and Assessment

- A. Tracking Progress (15 minutes)

4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In Opening A, students' Mid-Unit 3 Assessments are returned with feedback. This gives students the opportunity to see how they performed in order to improve in their next assessment and to ask questions if they don't understand the feedback.
- In this lesson, students are called on to individually read aloud for the teacher a new text for fluency for the End of Unit 3 Assessment (**RF.3.4**). When students are not participating in their reading fluency assessment, they will continue to practice their presentations.
- It will likely take more than one lesson to listen to all students read aloud, so two lessons have been allocated.
- In this lesson, students focus on working to become effective learners by showing perseverance as they read aloud a new text for the End of Unit 3 Assessment and practice their presentations.

How it builds on previous work:

- Throughout this unit, students have written revised scenes and prepared presentations. In this lesson, they continue to practice these presentations.
- Throughout this unit, students have been practicing reading fluency with new excerpts of text in preparation for the reading fluency assessment in this lesson.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

Assessment guidance:

- Assessment Materials (student copy, teacher checklist) are included in the Assessment Overview and Resources. Provide immediate feedback for students based on the notes taken.
- When assessing and providing feedback to students on this assessment, use the teacher checklist to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion in a different color from that used for student responses. There is also space provided to respond to student comments.
- When meeting with students to give this assessment, consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist to gather phonics and word analysis data (see Module 1 Appendix).

Down the road:

- In Lesson 13, students will present. Consider inviting an audience to the presentations—for example, families, teachers, other classes, and community members.

In advance:

- Prepare:
 - Feedback on students’ Mid-Unit 3 Assessments in preparation for returning them in Opening A.
 - An End of Unit 3 Assessment excerpt for each student based on his or her reading ability (see Assessment Overview and Resources for original excerpt).
 - Order in which students will read aloud for their End of Unit 3 Assessment.
- Gather Tracking Progress folders.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.B.5, 3.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to formally assess their progress as fluent readers, drawing on the reading fluency practice they have had in Lessons 8–10, as well as their experience with *Peter Pan in Kensington Gardens*. Because students read several chapters of this story in Unit 2, their background knowledge of the characters and the plot will support them when reading a new excerpt of the text during the assessment. In addition, students are given various options during this lesson to practice their presentations for the performance task.
- ELLs may find it challenging to fluently read an unfamiliar text. Consider providing ample thinking and processing time before the student begins reading aloud (see Meeting Students’ Needs column) and ensure they understand all assessment directions.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure all students have access to the assessment directions and feel comfortable with the expectations. Continue to vary the ways in which you convey your expectations.

- **Multiple Means of Action and Expression (MMAE):** In this lesson, students read a new text aloud as the end of unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Although holding high expectations is important, be aware that sometimes these expectations can raise student anxiety. Emphasize the importance of process and effort by discussing how even when you try your best to read fluently, you can sometimes make a mistake, and that is okay.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- ✓ Mid-Unit 3 Assessment: Revising a Scene from *Peter Pan* (from Lesson 7; one per student; returned with feedback during Opening A)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Options for Performance Practice (one to display)
- ✓ Presentation prompt cards (from Lesson 8; one per student)
- ✓ Revised *Peter Pan* scenes (completed in Lesson 6; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ End of Unit 3 Assessment: Reading a New Text Aloud for Fluency (one per student; see Assessment Overview and Resources)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Reading Fluency Checklist (one per student; see Assessment Overview and Resources)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Reading Fluency (one per student and one to display)

Opening

A. Returning Mid-Unit 3 Assessment (5 minutes)

- Return students' **Mid-Unit 3 Assessments** with feedback and follow the same routine established in Modules 1–2 for students to review feedback and write their name on the board if they require teacher support.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: (Reassuring Students) Reassure students that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (MME)
- To build an accepting and supportive environment, remind students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - *"I can effectively perform my presentation."*
 - *"I can read a new excerpt of text fluently."*
- Remind students that they saw both learning targets in the previous lesson.
- Focus students on the second learning target and remind them that in this lesson they will read a new text aloud for fluency for the end of unit assessment.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Working on the Same Learning Target) Invite students to discuss one way that they worked toward the learning targets in previous lessons. (MMR)

Work Time

A. End of Unit 3 Assessment: Reading Aloud a New Text for Fluency (95 minutes)

- Direct students' attention to the **Performance Task anchor chart** and briefly review it.
- Tell students that while you work with students one-on-one for the reading fluency assessment, they will continue to practice their presentations.
- Display the **Options for Presentation Practice** and invite volunteers to read them aloud.
- Invite students to retrieve their **Presentation prompt cards** and **revised Peter Pan scenes**.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and remind them specifically of perseverance. Point out that because they are going to read a new text for fluency for the end of unit assessment, as well as practicing their presentations, they may need to persevere.
- Invite students to begin practicing their presentations.

- Call the first student over to a designated area of the room to read his or her fluency excerpt. If students have written their name on the board wanting to discuss the feedback on their Mid-Unit 3 Assessment, spend some time talking through any questions they have before the reading fluency assessment.
- Give this student the **End of Unit 3 Assessment: Reading a New Text Aloud for Fluency** and conduct the assessment as follows:
 - Read aloud the prompt and answer clarifying questions.
 - Share that the text excerpt he or she is going to read is an excerpt of *Peter Pan in Kensington Gardens* that he or she hasn't seen before. Remind the student that the class read shortened chapters of this story in Unit 2.
 - Show the student the excerpt he or she will read.
 - Remind the student of the **Fluent Readers Do These Things anchor chart**.
 - Invite the student to begin reading the excerpt aloud and use the **Reading Fluency Checklist** to assess his or her fluency.
 - Ask the student to briefly explain what the excerpt was about.
 - Provide the student with immediate feedback: something he or she did really well and something he or she could improve on next time.

Meeting Students' Needs

- For ELLs and students who may need additional support with fluency: (Reading Unfamiliar Texts) Remind students to continue to use strategies for reading unfamiliar texts and to practice these strategies during the assessment.
- For ELLs: (Celebrating Differences) Celebrate differences in accents. Focus on whether intonation and stress are relatively clear overall instead of isolating the pronunciation of individual words.

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 3 Assessment.
- Distribute **Tracking Progress folders** and **Tracking Progress: Reading Fluency**.
- Tell students they will be reflecting on the following criteria:
 - **RF.4b, RF.4c:** I can read all/almost all of the words correctly.
 - **RF.4c:** I can correct myself and reread when what I read was wrong or didn't make sense.
 - **RF.4b:** I can use the appropriate tone to express the author's meaning.
- Guide students through completing the form.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they persevered in this lesson.

Meeting Students' Needs

- To build a supportive and inclusive classroom environment, give specific, positive feedback on effort and growth rather than relative performance. (MME)
- For ELLs: (Self-assessment) Self-assessment may be an unfamiliar concept for some students. Tell students that thinking about how well they did can help them become independent learners.

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 2 or 4, or record an audio response.