

## Lesson 10: End of Unit 3 Assessment, Part I: Audiobook



### CCS Standards

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.3a:** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **RF.3.3b:** Decode words with common Latin suffixes.
- **RF.3.3c:** Decode multisyllable words.
- **RF.3.3d:** Read grade-appropriate irregularly spelled words.
- **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.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



### Daily Learning Targets

- I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5)

### Ongoing Assessment

- End of Unit 3 Assessment, Part I: Audiobook (RF.3.4, SL.3.5)
- Exit Ticket: Reflecting on Learning (RF.3.4, SL.3.5)

### Agenda

#### 1. Opening

- A. Engaging the Reader (15 minutes)
- B. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. End of Unit 3 Assessment, Part I: Audiobook (30 minutes)

#### 3. Closing and Assessment

- A. Exit Ticket: Reflecting on Learning (10 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 the Opening, students hear the book *Thank You, Mr. Falker* read aloud. Many students will identify with Trisha, the character in this book, who is struggling with the challenge of reading. Note that this book contains a reference to heaven, so consider your student population and if necessary modify the reference as you read aloud. Also, note that this book contains dialogue of students bullying the main character. Again, consider your students and how they may react to this. Consider how to use this as a teaching point for guiding students not to behave in that way. The questions accompanying the read-aloud guide students to consider advice they would give to Trisha and the bullies.
- In Work Time A, students work in groups to record an audiobook for Part I of the End of Unit 3 Assessment. They record while taking turns reading the excerpt each student has been practicing. (RF.3.4, SL.3.5)
- When not recording, students can choose to listen to the performances or to read their independent reading books. It is important that they do these activities quietly, so those groups recording can concentrate and produce a good-quality recording.
- If there are not complete groups for recording, take over the missing parts, or invite students who feel comfortable doing so to take over the missing parts, but emphasize that they won't be assessed on the extra parts they are reading.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

### How it builds on previous work:

- In Lessons 4–9, students have practiced reading their End of Unit 3 Assessment excerpt aloud. They have also been practicing for homework. In this lesson, they will work in groups to record themselves reading their excerpt.

### Areas where 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.
- Students may require additional support reading their excerpts aloud. Consider sitting with students to assist them if necessary while they read their excerpt aloud for the recording.

### Assessment guidance:

- All assessment materials are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the checklist provided in the Assessment Overview and Resources.
- When meeting with students to give Part I of the End of Unit assessment, consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data (see Module 1 Appendix).

**Down the road:**

- In the next lesson, students will begin working on their performance task. To do so, they will need copies of their reading contracts. Before providing feedback on students' contracts, make copies of them to use in the next lesson.
- Provide feedback on students' Mid-Unit 3 Assessment in preparation for returning them in the next lesson.
- In Lesson 14, visitors will listen to the recorded audiobooks from this lesson. Consider inviting families and other teachers/classes to this event.

**In advance:**

- Prepare technology necessary to record audiobooks (see Technology and Multimedia).
- Post: Learning targets, Overcoming Learning Challenges anchor chart, and Fluent Readers Do These Things anchor chart.

## Technology &amp; Multimedia

- Work Time A: Record student audiobooks using audio or video recording software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>). If available, you may consider using a microphone to ensure a good-quality recording.
- Closing and Assessment A: Students complete their exit ticket online using Google Forms, for example.

**Supporting English Language Learners**

Supports Guided in Part by CA ELD Standard 3.I.C.9.

**Important points in the lesson itself:**

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 4–9. Students have worked with the same text throughout the unit, which by now they should be very comfortable with.
- The End of Unit 3 Assessment may be challenging for ELLs as it is a big leap from the heavily scaffolded classroom interaction. ELLs may feel nervous or overwhelmed at the prospect of speaking. Calm their nerves by expressing confidence in their abilities and commending their progress.
- Allow students to review language they've written on the Academic Word Wall or in their vocabulary logs.

- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.

### Universal Design for Learning

- **Multiple Means of Representation:** This lesson asks students to reflect on their fluency performance in the making of the audiobook. Some students may need explicit examples to facilitate self-reflection. Consider providing a think-aloud to make the self-reflection process more transparent.
- **Multiple Means of Action and Expression:** Fluency is best practiced on or below students' independent reading levels. For students who have been reading different excerpts through this unit based on their independent reading level, allow them to record themselves using that excerpt instead. This allows students to demonstrate their fluency skills on a level-appropriate text.
- **Multiple Means of Engagement:** Students who may need additional support with fluency may experience a lot of risk associated with recording themselves reading. Help to minimize risk by emphasizing growth rather than relative performance among students. Have students reflect on where their fluency skills were when they started this unit and how much progress they have made.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- fluently (L)

### Materials

- ✓ *Thank You, Mr. Falker* (book; one to display; for teacher read-aloud)
- ✓ Overcoming Learning Challenges anchor chart (from Unit 1, Lesson 3)
- ✓ Overcoming Learning Challenges anchor chart (example, for teacher reference)
- ✓ End of Unit 3 Assessment, Part I Prompt (from Lesson 3; one per student)
- ✓ End of Unit 3 Assessment excerpt (from Lesson 3; one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 3)
- ✓ Exit Ticket: Reflecting on Learning (one per student)

## Opening

### A. Engaging the Reader (15 minutes)

- Display *Thank You, Mr. Falker* and read it aloud, slowly, fluently, and with expression.
- At strategic points in the story, stop to ask the following questions. Using a total participation technique, invite responses from the group:

*“How do you think Trisha felt when she was being called names?” (Responses will vary, but may include: sad, upset, hurt.)*

*“What can you do if you find yourself in that situation?” (Responses will vary, but may include: telling a teacher, a friend or a family member.)*

*“How could Trisha’s life have been different if she was in our classroom, instead of the classroom in the book? How would it change the story?” (Responses will vary, but may include: She wouldn’t have been called names because we don’t do that.)*

- Direct students’ attention to the **Overcoming Learning Challenges anchor chart**.
- Using a total participation technique, invite responses from the group:
 

*“What challenges does Trish face in Thank You, Mr. Falker?” (She finds it difficult to read.)*

*“How does she overcome those challenges?” (with the help of a teacher and by working hard once the teacher begins to help her)*

*“Trisha waited for a teacher to find out she had a problem. Think back to the strategies we have discussed for overcoming reading challenges. If you could step into the book as Trisha’s friend before Mr. Falker came along, what advice would you give Trisha? (Responses will vary, but may include: asking a teacher for help.)*

*“From what you heard in Thank You, Mr. Falker, why is reading important to Trisha?” (because she wants the knowledge you can get from books, and she wants to fit in)*
- As students share out, capture their responses on the anchor chart. Refer to **Overcoming Learning Challenges anchor chart (example, for teacher reference)** as necessary.

### Meeting Students’ Needs

- Some students may feel overwhelmed sharing their thoughts on the book with the entire class. Consider having the students Think-Pair-Share first so they can rehearse their response and listen to a peer’s response before sharing with the large group. (MME)
- For ELLs: Mini Language Dive. Ask students about this sentence from *Thank You, Mr. Falker*: “When she tried to read, she stumbled over words.” Examples:
 

*“What is stumble in our home languages?” (taethur in Arabic) Invite all students to repeat the translation in a different home language.*

*“What does stumble mean? You can use your dictionaries.” (trip or fall)*

*“What is the gist of this sentence?” (Responses will vary.)*

*“This sentence is a cause and effect sentence. The words after when are what happens first, and then the words after the comma are the effect. What happens first?” (She tried to read.)*

*“Who tried to read?” (Trisha)*

*“What was the effect? What happened when she tried to read?” (She stumbled over words.)*

*“Did she really trip over words? What does that mean? (It is figurative language. It means she made mistakes and had challenges reading the words.)*

*“What happens when you read?” Use the frame: “When I try to read, I \_\_\_\_\_. ” (Responses will vary.)*

*“Now what do you think the gist of the sentence is?”*

### Opening

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#### B. Reviewing Learning Target (5 minutes)

- Direct students’ attention to the posted learning target and select a volunteer to read it aloud:  
*“I can fluently read an excerpt of text aloud for an audiobook.”*
- Underline the word *fluently*. Using a total participation technique, invite responses from the group:  
*“What does fluently mean?” (able to do something smoothly and easily)*
- Remind students that in this lesson they will be recording the audiobook for Part I of their End of Unit 3 Assessment.
- Invite students to retrieve their **End of Unit 3 Assessment, Part I Prompt**. Ask them to follow along, reading silently in their heads as you read it aloud.

#### Meeting Students’ Needs

- Ask ELLs and students who may need additional support with memory to recall and describe one time that they practiced working on the learning target in the past five lessons. (MMR)

### Work Time

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#### A. End of Unit 3 Assessment, Part I: Audiobook (30 minutes)

- Invite students to retrieve their **End of Unit 3 Assessment excerpt** and move to sit with their book groups.
- Use any common issues identified in Lesson 9 as teaching points for the whole group.
- Tell students that only one book group will be able to record themselves reading at a time and that you will travel from group to group to help them with the recording process. When it is not their group’s turn, they have the choice of listening to other groups or reading independently. Emphasize that the room must be quiet during recording so that the recording is clear and of good quality.
- Direct students’ attention to the **Fluent Readers Do These Things anchor chart** and review as necessary.
- Circulate from group to group to record students reading aloud.



### Meeting Students' Needs

- For ELLs and students who may need additional support with fluency: Some students may feel nervous or overwhelmed by recording themselves. Consider beginning by recording groups with more confident students first. This may help make the experience less intimidating for some students. (MMAE)
- For students who have been reading a different excerpt to match their independent reading level, allow them to record that excerpt instead. (MMAE)

## Closing and Assessment

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### A. Exit Ticket: Reviewing Reflecting on Learning (10 minutes)

- Refocus whole group.
- Distribute and display the **Exit Ticket: Reflecting on Learning**.
- Focus students on the Fluent Readers Do These Things anchor chart.
- Invite them to turn and talk with an elbow partner:  
*“What is one think you think you did well when recording your audiobook?” (Responses will vary, but may include: I read accurately with expression.)*
- Invite volunteers to share out with the group.
- Ask students to record the thing they did well on their exit ticket.
- Repeat this process with something students would like to do better next time.

### Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Model the process of self-reflection by thinking aloud responses to the exit ticket. (Example: “Hmm ... I remember that my voice was smooth and I used expression. Also, I was very quiet. Maybe next time I can be louder.”) (MMR)
- Provide feedback that emphasizes individual effort, improvement, and achieving a standard rather than on relative performance to other students. (MME)

## Homework

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

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)