



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 1: Lesson 11

End of Unit 1 Assessment, Part 2: Reading Fluently



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

I can read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Supporting Learning Target

- I can read an unfamiliar text accurately and fluently.

Ongoing Assessment

- Fluency Self-Assessment (continued from Lesson 2 homework)
- End of Unit 1 Assessment, Part 2



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit 1 Assessment, Part 2 (50 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Target (5 minutes)</p> <p>4. Homework</p> <p>A. Read independently for at least 20 minutes; choose one paragraph or page from your independent text to read aloud for fluency practice.</p>	<ul style="list-style-type: none">• In this lesson, students take Part 2 of the End of Unit 1 Assessment. Each student reads one of three passages aloud, while you conduct a running record and assessment of individual students' fluent reading skills. If your school and/or district already has an established fluency program, this assessment is optional, but recommended.• This assessment is done one student at a time. Determine which student you will assess first, second, and so forth. Consider assessing stronger readers first, using the poem "A Wolf in the Park" (Lexile 780), so less proficient readers will have additional time to practice. Use the fable "The Wolf and the Sheep" (Lexile 700) for grade-level readers. For struggling readers, use the folktale "The Tricky Wolf and the Rats" (Lexile 620). Since it may not be possible to assess all students' fluent reading skills during this 60-minute lesson, find ways to set aside additional time during the day and/or school week to complete the assessments. Or consider setting up stations with audio/video equipment, so students can record themselves reading aloud for you to review later.• In advance:<ul style="list-style-type: none">– Create centers and/or determine other assignments for students to work on while individual fluency assessments are administered (for ideas about fluency and language skills work that could be done in centers, see the stand-alone document on EngageNY.org: Foundational Reading and Language Standards Resource Package for Grades 3–5).– Determine which of the three assessment texts you will use to assess each student. Make enough copies of each so you can conduct a running record (see supporting materials for assessment texts and teacher directions and resources).



Lesson Vocabulary	Materials
accurately, fluently	<ul style="list-style-type: none">• Materials for Centers (at teacher discretion; see Teaching Notes)• Fluency Self-Assessment (from Lesson 2; students' own)• Fluency Assessment Text 1: "The Tricky Wolf and the Rats" (one per student being assessed with this text)• Fluency Assessment Text 2: "The Wolf and the Sheep" (one per student being assessed with this text)• Fluency Assessment Text 3: "A Wolf in the Park" (one per student being assessed with this text)• End of Unit 1 Assessment, Part 2: Reading Fluently (directions and resources, for teacher reference)• Narrative Elements anchor chart (from Lesson 4)• Who Is the Wolf in Fiction anchor chart (from Lesson 2)• Guiding Questions anchor chart (from Lesson 1)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that for homework they were to reread “The Wolves and the Sheep” to practice fluency skills and then reflect on the question:<ul style="list-style-type: none">* “How does reading fluently help you to better understand what you are reading?”• Give students 2 minutes to refer to the reflections they recorded and then turn to a nearby partner to discuss their thinking.• Invite a few students to share out ideas from partner discussions, listening for ideas like:<ul style="list-style-type: none">– “Reading with appropriate expression (happy, sad, angry, joyful, etc.) helps me better understand what the characters are feeling and their reactions to events.”– “Reading at just the right pace (rate) allows me to process what I’m hearing and form mind pictures of what’s described in the book.”– “Reading with accurate phrasing and punctuation helps me understand the order of events (then, and, but) and what the characters are trying to express (question, surprise/exclamation),” etc.• Introduce and ask students to read the learning target aloud:<ul style="list-style-type: none">* “I can read an unfamiliar text accurately and fluently.”• Underline the words <i>accurately</i> and <i>fluently</i> and tell students that today they will each get to show you how far they have progressed toward the fluency goals they established and have been working toward throughout this unit, as they take Part 2 of the End of Unit 1 Assessment.	<ul style="list-style-type: none">• Provide sentence frames as needed, to allow all students access to partner and group discussions; for example: “Reading with ____ better helps me understand the text because ____.”



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment, Part 2 (50 minutes)</p> <ul style="list-style-type: none"> • Explain that the fluency assessments will be administered individually, so students not being assessed will need to work either independently or with peers at a designated center until it is their turn to read aloud for you. • Point out each center students may work at during this time. Then briefly explain the purpose and process for each center. Clarify as needed. • Review independent Work Time expectations as needed, then direct students to their pre-assigned centers. • Call the first student you want to assess to come meet with you and tell the student to bring his/her Fluency Self-Assessment along. Take a moment to review and discuss the student's goal(s) and reflections so you may offer specific and positive feedback related to specific goals the student has established and worked toward after hearing her/him read aloud. • Give the student a copy of his/her pre-assigned assessment text: <ul style="list-style-type: none"> – Fluency Assessment Text 1: “The Tricky Wolf and the Rats” – Fluency Assessment Text 2: “The Wolf and the Sheep” or – Fluency Assessment Text 3: “A Wolf in the Park” • Take a moment to orient the student to the text and when the student is ready, ask him or her to begin reading. For guidance, refer to the End of Unit 1 Assessment, Part 2: Reading Fluently (directions and resources, for teacher reference). • After the student finishes reading the passage aloud, take a moment to reflect with the student: <ul style="list-style-type: none"> * “What do you think did well as you read aloud?” * “What would you still like to work on?” • Offer the student brief, but specific and positive praise regarding progress toward fluency goals and collect her or his Fluency Self-Assessment, to review. • Be sure to explain to the student what s/he should begin working on (which center to join), then call the next student you want to assess. • Repeat the process described above with each student in your class. Pause periodically between individual assessments, to direct students to rotate centers and/or move on to other work, as needed. • Assess as many students as you can during this 50-minute block. If you are not able to assess all students, determine another time during the day or school week to complete individual assessments. 	<ul style="list-style-type: none"> • Keep independent Work Time expectations posted for all students' reference. • Consider using visual and/or auditory cues (a large image or sound like a horn/bell) to signal to students when it is time to rotate to a new center.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Bring students together whole group and focus their attention on the Narrative Elements and Who Is the Wolf in Fiction anchor charts. • Ask students to review the details on both charts to consider and then discuss with a nearby peer: <ul style="list-style-type: none"> * “What patterns do you notice?” * “What similarities are there between the wolf characters in these stories (motivations, actions, traits, results, lessons that can be learned)?” • After 2 or 3 minutes, invite a few students to share their thinking aloud. • Then, focus students’ attention on the Guiding Questions anchor chart and ask: “Based on details from the anchor charts, your notes, and the stories we’ve read, what do you think are the big ideas of this unit?” • Again, invite students to turn to a nearby peer to discuss their thinking. • After 1 minute, invite a few students to share out whole group. Listen for suggestions like: <ul style="list-style-type: none"> – “We can learn important lessons by reading about how characters in different stories act and what happens to them as a result of what they do.” – “The wolf in fiction is usually mean, trying to sneak into a flock of sheep, trick sheep or shepherds.” • Congratulate students on their work in this unit to develop an understanding of how traditional stories like folktales and fables convey a central message or lesson to the reader and how the wolf in traditional stories is portrayed. • Explain to students that in the next unit they will begin to learn about what wolves are like in real life in comparison to how they are portrayed in stories. 	<ul style="list-style-type: none"> • Provide sentence starters to support all students’ ability to participate in partner and group discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read independently for at least 20 minutes. • Choose one paragraph or page from your independent text to read aloud for fluency practice. 	<ul style="list-style-type: none"> • Provide audio recordings of independent texts, as available, for struggling readers.



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Supporting Materials



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Fluency Assessment Text 1:
“The Tricky Wolf and the Rats”

Once upon a time a Big Rat lived in the forest, and many hundreds of other Rats called him their Chief.

A Tricky Wolf saw this troop of Rats, and began to plan how he could catch them. He wanted to eat them, but how was he to get them? At last he thought of a plan. He went to a corner near the home of the Rats and waited until he saw one of them coming. Then he stood up on his hind legs.

The Chief of the Rats said to the Wolf, “Wolf, why do you stand **on** your hind legs?”

“Because I am lame,” said the Tricky Wolf. “It hurts me to stand on my front legs.”

“And why do you keep your mouth open?” asked the Rat.

“I keep my mouth open so that I may drink in all the air I can,” said the Wolf. “I live on air; it is my only food day after day. I cannot run or walk, so I stay here. I try not to complain.” When the Rats went away the Wolf lay down.

The Chief of the Rats was sorry for the Wolf, and he went each night and morning with all the other Rats to talk with the Wolf, who seemed so poor, and who did not complain.

Each time as the Rats were leaving, the Wolf caught and ate the last one. Then he wiped his lips, and looked as if nothing had happened. Each night there were fewer Rats at bedtime. Then they asked the Chief of the Rats what the trouble was. He could not be sure, but he thought the Wolf was to blame.

So the next day the Chief said to the other Rats, “You go first this time and I will go last.”

They did so, and as the Chief of the Rats went by, the Wolf made a spring at him. But the Wolf was not quick enough, and the Chief of the Rats got away.

“So this is the food you eat. Your legs are not so lame as they were. You have played your last trick, Wolf,” said the Chief of the Rats, springing at the Wolf’s throat. He bit the Wolf, so that he died. And ever after the Rats lived happily in peace and quiet.

(408 words)



Fluency Assessment Text 2:
“The Wolf and the Sheep”

A Wolf had been hurt in a fight with a Bear. He was unable to move and could not satisfy his hunger and thirst. A Sheep passed by near his hiding place, and the Wolf called to him.

“Please fetch me a drink of water,” he begged, “that might give me strength enough so I can get me some solid food.”

“Solid food!” said the Sheep. “That means me, I suppose. If I should bring you a drink, it would only serve to wash me down your throat. Don't talk to me about a **drink!**”

A knave's hypocrisy is easily seen through.

(107 words)



Fluency Assessment Text 3:
“A Wolf in the Park”

A wolf in the park

Is there a wolf,
A wolf in the park,
A wolf who wakes when the night gets dark?
Is there a wolf in the park?

Is there a wolf,
A wolf who creeps
From his hidden den while the city sleeps?
Is there a wolf in the park?
Is there a wolf,
Whose nightly track
Circles the park fence, zigzags back?
Is there a wolf in the park?

Is there a wolf,
Who pads his way
Between the tables of the closed café,
Is there a wolf in the park?
Is there a wolf,
A wolf whose bite
Left those **feathers** by the pond last night,
Is there a wolf in the park?

Is there a wolf?
No one knows,
But I’ve heard a howl when the full moon glows ...
Is there a wolf in the park?

(136 words)



End of Unit 1 Assessment, Part 2:
Reading Fluently
(Directions and Resources, for Teacher Reference)

Teacher Note: The 100th word in each assessment text is bolded and underlined. If desired, this can be used to make calculating accuracy as a percentage (words correct out of 100) easier.

Directions:

Use the fluency and accuracy rates established by your district and/or the state of New York to determine each student's level of fluent reading. You may also refer to the following links for additional information about "Running Records":

- General information and links about running records:
<http://www.learnnc.org/lp/editions/readassess/977>
- Quantitative analysis of fluent reading skills:
<http://www.learnnc.org/lp/editions/readassess/981>

As students read aloud, refer to the criteria described on the Fluency Self-Assessment (from Lesson 2) to record additional observations about individual students' fluent reading abilities.