



EXPEDITIONARY
LEARNING

Grade 3: Module 1

Overview



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This module uses literature and informational text such as *My Librarian Is a Camel* to introduce students to the power of literacy and how people around the world access books. This module is intentionally designed to encourage students to embrace a love of literacy and reading. In Unit 1, students will begin to build their close reading skills; students hear stories read aloud and read works in their entirety and excerpts of more challenging writing closely. Students examine the main message in literature about individuals and groups from world communities (including the United States) who have gone to great lengths to access education. Students will practice identifying the central message and taking notes in the provided categories. Then in Unit 2, students will focus more on what it means to be a proficient and independent reader. They will continue to read literature about characters who are motivated to learn to read, overcome struggles to learn to read, or are passionate about books and words. Students will assess their strengths and needs as readers, set goals, and begin the yearlong journey of becoming proficient

and independent readers who have their own “reading superpowers.” (The phrase “reading superpowers” is meant to help third-graders understand what is required to demonstrate mastery of the Common Core reading standards.) This unit includes a heavy emphasis on building reading fluency. In Unit 3 (the longest), students will delve into geography, and how where one lives in the world impacts how one accesses books. They will continue building knowledge and vocabulary related to world geography as they study excerpts from *My Librarian Is a Camel*, which describes how librarians overcome challenges of geography to get books to people. They will apply their learning by writing a simple information report about how people access books around the world, focusing on the role of specific librarians or organizations they studied. This writing will be in the form of a bookmark, which students can then give to their school or local library. **The bookmark performance task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.2.**

Guiding Questions And Big Ideas

- **What is the power of education and reading?**
- **How does where people live in the world affect how they access reading and books?**
- *People across the world and throughout time have sought the power of reading to provide opportunities to themselves and others.*
- *Powerful readers have and continue to develop a variety of skills.*
- *Readers can learn about different places and people through a variety of texts.*



Performance Task

Accessing Books around the World Bookmark

For this module, each student will create an “Accessing Books around the World” bookmark based on research about selected countries in the text *My Librarian Is a Camel* and the geography content in Unit 3. Bookmarks will have two sides. On side 1, students will write an informative paragraph that explains about librarians (individual or collective) from a specific country, and how they help readers access books in a unique way. On side 2, students will include a bulleted list about the physical characteristics of the region as well as an illustration that represents the region’s geographical features. The creation of these bookmarks will be supported by the writing process, including opportunities for critique, and culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. **This task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.1.**

Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- World geography
- Maps/globes
- All people in world communities need to learn, and they gain knowledge in similar and different ways.
- Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"> RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of a literary text. I can answer questions using specific details from the text.
<ul style="list-style-type: none"> RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. 	<ul style="list-style-type: none"> I can retell a story using key details from the text. I can identify the main message or lesson of a story using key details from the text.
<ul style="list-style-type: none"> RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<ul style="list-style-type: none"> I can describe the characters in a story (their traits, motivations, feelings). I can describe how a character's actions contribute to the events in the story.
<ul style="list-style-type: none"> RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. 	<ul style="list-style-type: none"> I can distinguish between a narrator or character's point of view and my own.
<ul style="list-style-type: none"> RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 	<ul style="list-style-type: none"> I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).
<ul style="list-style-type: none"> RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. <ul style="list-style-type: none"> a. Self-select text based upon personal preferences. 	<ul style="list-style-type: none"> I can make connections between texts and ideas to comprehend what I read. I can choose texts that interest me.

CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ul style="list-style-type: none"> I can ask and answer questions about a text.
<ul style="list-style-type: none"> RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 	<ul style="list-style-type: none"> I can determine the main idea of an informational text. I can retell key ideas from an informational text.



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<ul style="list-style-type: none"> I can make connections between the events, ideas, or concepts in a text.
<ul style="list-style-type: none"> RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<ul style="list-style-type: none"> I can use information from illustrations (maps, photographs) to understand informational texts. I can use information from the words to understand informational texts.

CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Provide a concluding statement or section. 	<ul style="list-style-type: none"> I can write an informative/explanatory text. I can write an informative/explanatory text that has a clear topic. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. I can develop the topic with facts, definitions, and details. I can construct a closure on the topic of an informative/explanatory text.
<ul style="list-style-type: none"> W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<ul style="list-style-type: none"> I can produce writing that is appropriate to task and purpose (with support).
<ul style="list-style-type: none"> W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	<ul style="list-style-type: none"> I can document what I learn about a topic by taking notes. I can document what I learn about a topic by sorting evidence into categories.
<ul style="list-style-type: none"> W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> I can write for a variety of reasons.



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).d. Explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none">• I can effectively participate in a conversation with my peers and adults.• I can follow our class norms when I participate in a conversation.• I can explain what I understand about the topic being discussed.
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• I can demonstrate fluency when reading stories or poems for an audio recording.
<ul style="list-style-type: none">• SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<ul style="list-style-type: none">• I can speak in complete sentences with appropriate detail.

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">– Capitalize appropriate words in titles.– Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).– Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.– Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.• I can capitalize appropriate words in titles.• I can spell words that have suffixes added to base words correctly.• I can use spelling patterns to spell words correctly.• I can use resources to check and correct my spelling.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none">• I can use what the sentence says to help me to determine what a word or phrase means.
<ul style="list-style-type: none">• L.3.6. Acquire and use accurate and grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<ul style="list-style-type: none">• I can accurately use third-grade academic vocabulary to express my ideas.



Central Texts

1. James Rumford, *Rain School* (New York: Houghton Mifflin Harcourt, 2010); ISBN: 978-0-547-24307-8.
2. Jeanette Winter, *Nasreen's Secret School* (San Diego: Beach Lane Books, 2009); ISBN: 978-1-416-99437-4.
3. Heather Henson, *That Book Woman* (New York: Atheneum Books for Young Readers, 2008); ISBN: 978-1-4169-0812-8. (Teacher copy only)
4. Jeanette Winter, *The Librarian of Basra: A True Story from Iraq* (Houghton Mifflin Harcourt, 2005); ISBN: 978-0-15-205445-8.
5. Patricia Polacco, *Thank You, Mr. Falker* (New York: Philomel, 2001); ISBN: 978-0-39923732-4. (Teacher copy only)
6. Roni Schotter, *The Boy Who Loved Words*, illustrated by Giselle Potter (New York: Schwartz & Wade, 2006); ISBN: 978-0-375-83601-5. (Teacher copy only)
7. Oliver Jeffers, *The Incredible Book-Eating Boy* (New York: Philomel, 2007); ISBN: 978-0-399-24749-1. (Teacher copy only)
8. Monica Brown, *Waiting for the Biblioburro*, illustrated by John Parra (Emeryville, CA: Tricycle Press, 2011); ISBN: 978-1-58246-353-7. (Teacher copy only)
9. Margriet Ruurs, *My Librarian Is a Camel: How Books Are Brought to Children around the World* (Honesdale, PA: Boyds Mills Press, 2005); ISBN: 978-1-59078-093-0. (Teacher copy only)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Seeking the Power of Reading			
Weeks 1-2	<ul style="list-style-type: none"> • Introduce Superheroes of Reading around the world; introduce close reading • Read and discuss stories from around the world about people seeking the power of education, learning, and reading • Launch independent reading • Introduce paragraph writing 	<ul style="list-style-type: none"> • I can identify the main message or lesson of a story using key details from the text. (RL.2) • I can follow our class norms when I participate in a conversation. (SL.3.1b) • I can ask questions so I'm clear about what is being discussed. (SL.3.1c) • I can ask questions that are on the topic being discussed. (SL.3.1c) • I can connect my questions to what others say. (SL.3.1c) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Collaborative Discussion Skills (SL.3.1b and c)
	<ul style="list-style-type: none"> • Practice close reading and note-taking 	<ul style="list-style-type: none"> • I can identify the main message or lesson of a story using key details from the text. (RL.3.2) • I can document what I learn about a topic by sorting evidence into categories. (W.3.8) • I can document what I learn about a topic by taking notes. (W.3.8) • I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4) 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: Close Reading and Powerful Note-Taking (RL.3.2, RL.3.3, W.3.8, and L.3.4)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Building the Power of Reading			
Weeks 3-4	<ul style="list-style-type: none"> Learn about and build the personal powers of reading through stories and classroom structures (e.g., vocabulary, independent reading stamina) Set individual reading goals and write an informational letter about those goals 	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can accurately use third- grade academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> Mid-Unit 2: Assessment: A Letter about My Reading Goals (W.3.2 and L.3.6)
	<ul style="list-style-type: none"> Develop reading fluency and create an oral recording of fluent reading for an audience 	<ul style="list-style-type: none"> I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) 	<ul style="list-style-type: none"> End of Unit 2 Assessment: Listen Up!: Recording Our Reading (SL.3.5)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Librarians around the World			
Weeks 5-8 (17 sessions)	<ul style="list-style-type: none"> • Introduction to geography: Building background knowledge about physical environments and reading maps • Revisit Close Reading protocol • Determine the main idea of informational texts about accessing texts around the world 	<ul style="list-style-type: none"> • I can answer questions using specific details from the text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can document what I learn by sorting evidence into categories. (W.3.8) • I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Librarians around the World: Answering Text-Dependent Questions (RI.3.1, RI 3.2, W.3.8, and SL.3.1)
	<ul style="list-style-type: none"> • Plan, draft, revise, edit, and publish a Librarians around the World informative paragraph • Create an Accessing Books around the World bookmark that explains how librarians or organizations help readers access books in a unique way 	<ul style="list-style-type: none"> • I can write an informative/explanatory text. (W.3.2) • I can group supporting facts together about a topic in an informative text using both text and illustrations. (W.3.2) 	<ul style="list-style-type: none"> • End of Unit 3 Assessment: Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2)



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Assessment Overview



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Performance Task	<p>Accessing Books around the World Bookmark</p> <p>For this module, each student will create an “Accessing Books around the World” bookmark based on research about selected countries in the text <i>My Librarian Is a Camel</i> and the geography content in Unit 3. Bookmarks will have two sides. On side 1, students will write an informative paragraph that explains about librarians (individual or collective) from a specific country, and how they help readers access books in a unique way. On side 2, students will include a bulleted list about the physical characteristics of the region as well as an illustration that represents the region’s geographical features. The creation of these bookmarks will be supported by the writing process, including opportunities for critique, and culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. This task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.2.</p>
Mid-Unit 1 Assessment	<p>Collaborative Discussion Skills</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.1b and c. Three times in this unit, students will engage in small group discussions after reading texts closely. During these discussions, the teacher will use a simple Conversation Criteria checklist to monitor and record students’ mastery of discussion skills. Since the assessment is about the students’ ability to speak in complete sentences and use class norms, teachers may choose to track students’ use of these criteria over the course of multiple lessons. Lesson 6 includes specific time to pull any students for whom teachers do not already have ample assessment evidence.</p>
End of Unit 1 Assessment	<p>Close Reading and Powerful Note-Taking on My Own</p> <p>This on-demand assessment centers on NYSP12 ELA CCLS RL.3.2, RL.3.3, W.3.8, and L.3.4. Students will read independently excerpts from <i>The Librarian of Basra</i> or another text of the teacher’s choosing at the appropriate Lexile range. Students will follow the same close reading routine they have been practicing throughout the unit: reading to get to know the text, reading to determine the central message and to identify unfamiliar vocabulary, reading to take notes about how key details help to convey the central message or lesson of the text, and reading to answer text-dependent questions.</p>



Mid-Unit 2 Assessment	<p>Letter about My Reading Goals</p> <p>This assessment centers on NYSP12 CCLS W.3.2 and L.3.6. After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.</p>
End of Unit 2 Assessment	<p>Listen Up! Recording Our Reading</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.5. Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.</p>
Mid-Unit 3 Assessment	<p>Answering Text-Dependent Questions about Librarians and Organizations around the World</p> <p>This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during <i>My Librarian Is a Camel</i>: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.</p>
End of Unit 3 Assessment	<p>Accessing Books around the World: On-Demand Informative Paragraph about a New Country</p> <p>This on-demand assessment centers on NYSP12 ELA CCLS W.3.2. Students will write an informative paragraph about a librarian or organization from the text <i>My Librarian Is a Camel</i>. Students may not write about the librarians portrayed on their bookmark, but may write about any of the other countries they learned about. Targets assessed in this assessment will include: “I can write an informative text that has a clear topic,” “I can develop the topic with facts and details,” and “I can write a conclusion to my paragraph.”</p>



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Performance Task



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Summary of Task

- Students will create an informational report about how librarians and organizations help people around the world access books. Their writing will be based on research about selected countries in the text *My Librarian Is a Camel* and the geography content in Unit 3. Students will create their final product in the form of a two-sided bookmark. On one side, students will write an informative paragraph that explains who the librarians or organizations are, where the librarians or organizations are from, and how those librarians or organizations help readers to access books in a unique way. On the other side, students will list the major geographical features of the region as well as draw a picture illustrating these features. Students will draft, revise, polish, and publish their bookmarks. After publishing their bookmarks, students will share them with other readers in their school or local library.

Format

4.25" x 5.5" bookmark (on card stock, laminated if possible)

Standards Assessed Through This Task

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



Student-Friendly Writing Invitation/Task Description

- You are an author and advocate of reading. After reading about librarians and organizations from around the world, select one to write an informational text about. Your text should describe who the person or what the organization is, where they are from, and how they help readers to access books in a unique way. Support your writing with specific evidence from the texts you have read.
- On the other side of your bookmark, draw a picture showing a specific geographical feature from the region where your librarian or organization works. Also, write a list of three to five of the most important words to tell readers what this geographic region is like. Your bookmark will be shared with others in our school or in our local community.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

Your bookmark should include:

- An informative paragraph that describes your specific librarian, librarians, or organization in your specific country, what country the person or organization is from, and how they help people access books in a unique way (W.3.2)
- In your paragraph, specific facts, definitions, and details (in your informative paragraph) from the texts you read that describe your librarian/librarians/organization from this country (RI.3.2)
- A bulleted list of other important facts about the physical geography of the country you studied (W.3.4)
- One high-quality illustration that accurately portrays the physical characteristics of the country you studied (W.3.2)
- Correct capitalization and spelling of grade-level words (L.3.2)
- “Craftsmanship” so that your bookmark matches all the bookmark conventions established by the class (W.3.5)



Options For Students

- As a technology extension, students may word process their informational paragraphs or use technology to create their illustrations.
- Students also may include a map depicting the geographic location of the country they studied.

Options For Teachers

- Students may present their bookmarks to their local libraries, and multiple copies may be made for library patrons.
- Students may send their bookmarks to readers in one of the countries they learned about.



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Overview



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Unit 1: Seeking the Power of Education and Reading

In this first unit, students will explore the question: “Why do people seek the power of reading?” Through the study of literature, literary nonfiction, and informational articles from around the world, and in their own backyards, students will experience the extraordinary lengths to which some people go in order to access the power and privilege of reading. Students will learn about and practice how to close read and answer text-dependent questions. They also will determine the criteria for a good conversation and practice discussing texts with their peers. Throughout this unit, teachers also will conduct a variety of reading assessments on individual students,

based on district or school priorities. (This will lay the foundation for students getting to know their own reading powers during Unit 2.) As the mid-unit assessment, teachers will gauge students’ ability to collaborate with their peers. Students will begin to build their ability to write an informative paragraph using a simple “accordion” structure to help them understand how to develop a topic with facts, definitions, and details. In the end of unit assessment, students will demonstrate their ability to organize and record notes about “reading superheroes” throughout the world.

Guiding Questions And Big Ideas

- **What is the power of reading and education?**
- **How does where people live in the world affect how they access reading and books?**
- *People overcome great challenges in order to access learning and books.*
- *Readers can learn about different cultures (people and places) through a variety of texts.*



Mid-Unit 1 Assessment	Collaborative Discussion Skills This assessment centers on NYSP12 ELA CCLS SL.3.1b and c. Three times in this unit, students will engage in small group discussions after reading texts closely. During these discussions, the teacher will use a simple Conversation Criteria checklist to monitor and record students' mastery of discussion skills. Since the assessment is about the students' ability to speak in complete sentences and use class norms, teachers may choose to track students' use of these criteria over the course of multiple lessons. Lesson 6 includes specific time to pull any students for whom teachers do not already have ample assessment evidence.
End of Unit 1 Assessment	Close Reading and Powerful Note-Taking on My Own This on-demand assessment centers on NYSP12 ELA CCLS RL.3.2, RL.3.3, W.3.8, and L.3.4. Students will read independently excerpts from <i>The Librarian of Basra</i> or another text of the teacher's choosing at the appropriate Lexile range. Students will follow the same close reading routine they have been practicing throughout the unit: reading to get to know the text, reading to determine the central message and to identify unfamiliar vocabulary, reading to take notes about how key details help to convey the central message or lesson of the text, and reading to answer text-dependent questions.

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content taught during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

People in world communities seek education, and they gain knowledge in similar and different ways.



Central Texts

1. James Rumford, *Rain School* (New York: Houghton Mifflin Harcourt, 2010); ISBN-13: 978-0 547-24307-8, ISBN-10: 0-547-24307-3.
2. Jeanette Winter, *Nasreen's Secret School* (San Diego: Beach Lane Books, 2009); ISBN-13: 978-1-416-99437 4, ISBN-10: 1-416-99437-8.
3. Heather Henson, *That Book Woman* (New York: Atheneum Books for Young Readers, 2008); ISBN-13: 978-1-4169-0812-8, ISBN-10: 1-1469-0812-9. (just one text for the teacher)
4. Jeanette Winter, *The Librarian of Basra: A True Story from Iraq* (Houghton Mifflin Harcourt, 2005); ISBN-13: 978-0-15-205445-8, ISBN-10: 0-152-05445-6.



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Talking with My Peers: Carousel of Reading Superheroes around the World	<ul style="list-style-type: none"> I can effectively participate in a conversation with my peers and adults. (SL.3.1) I can ask and answer questions about a text. (RI.3.1) 	<ul style="list-style-type: none"> I can talk with my partner in order to record “notices” and “wonders” about pictures. I can ask and answer questions about a text. 	<ul style="list-style-type: none"> Observation of partner discussions Contributions to conversation norms Quotes from <i>My Librarian Is a Camel</i>
Lesson 2	Introducing Close Reading: Finding the Main Message and Taking Notes about Rain School	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character’s actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>Rain School</i> by reading the text closely. I can sort key details from <i>Rain School</i> into categories. I can discuss how the main message is conveyed through key details. 	Close Read recording form (parts 1 and 2)
Lesson 3	Continuing Close Reading of <i>Rain School</i> : Text-Dependent Questions and Vocabulary	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can explain what I understand about the topic being discussed. (SL.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> I can answer questions using details from <i>Rain School</i>. I can explain why I chose specific details I found to answer questions about the text. I can determine the meaning of word using clues from the text around it. 	Reader’s Notes for Chapters 7 and 8 (from homework)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 4	Choosing a Book That Interests Me: Seeking the Superhero Reader in Me	<ul style="list-style-type: none">• I can choose texts that interest me. (RL.3.11a)• I can effectively participate in a conversation with my peers and adults. (SL.3.1)• I can speak in complete sentences with appropriate detail. (SL.3.6)	<ul style="list-style-type: none">• I can select a “power book” that I want to read.• I can talk with a small group about why I chose my power book.• I can speak in complete sentences when I participate in group discussions.	<ul style="list-style-type: none">• Book selection• Conversation Criteria checklist
Lesson 5	Informative Paragraph Pre-assessment: What Is One Reason You Want the Power of Reading?	<ul style="list-style-type: none">• I can effectively participate in a conversation with my peers and adults. (SL.3.1)• I can speak in complete sentences with appropriate detail. (SL.3.6)• I can write an informative/explanatory text. (W.3.2)• I can write an informative/explanatory text that has a clear topic. (W.3.2)	<ul style="list-style-type: none">• I can follow our class norms when I participate in a conversation.• I can speak with complete sentences when I participate in group discussions.• I can write an informative paragraph with a clear topic that explains why I want to get the power of reading.	<ul style="list-style-type: none">• Conversation Criteria checklist• Student paragraphs (for pre-assessment)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Close Reading of <i>Nasreen's Secret School</i> : How Do People Access Books in Afghanistan?	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can follow our class norms when I participate in a conversation. (SL.3.1b) 	<ul style="list-style-type: none"> I can identify the main message of <i>Nasreen's Secret School</i> by reading the text closely. I can describe what Nasreen wanted and what she did. I can sort key details from <i>Nasreen's Secret School</i> into categories. I can discuss how the main message is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form (parts 1 and 2) Begin Mid-Unit 1 Assessment, using Conversation Criteria checklist (SL.3.1b)
Lesson 7	Continued Close Reading of <i>Nasreen's Secret School</i> : Discussion of Questions and Evidence (Finish mid-unit assessment)	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can ask questions so I'm clear about what is being discussed. (SL.3.1c) I can ask questions that are on the topic being discussed. (SL.3.1c) I can connect my questions to what others say. (SL.3.1c) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> I can answer questions using details from the text. I can explain why I chose specific details I found to answer questions. I can determine the meaning of new vocabulary using clues in the text around it. 	<ul style="list-style-type: none"> Close Read recording forms (completed) <i>Nasreen's Secret School</i>: Questions from the Text Complete Mid-Unit 1 Assessment, using Conversation Criteria checklist (SL.3.1c)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Paragraph Writing Instruction	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can write routinely for a variety of reasons. (W.3.10) 	<ul style="list-style-type: none"> I can write a paragraph about what Nasreen wants and why. I can support my topic with details from <i>Nasreen's Secret School</i>. I can write a sentence to close my paragraph. 	<ul style="list-style-type: none"> Students' on-demand paragraphs
Lesson 9	Close Reading of <i>That Book Woman</i> : How Did People Access Books in Rural Areas of the United States?	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>That Book Woman</i> by reading excerpts from the text closely. I can sort key details from <i>That Book Woman</i> into categories. I can discuss how the main message of <i>That Book Woman</i> is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form (parts 1 and 2)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Continued Close Reading of <i>That Book Woman</i> : Text-Dependent Questions and Vocabulary	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can explain what I understand about the topic being discussed. (SL.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> I can answer questions using details from the <i>That Book Woman</i>. I can determine the meaning of new vocabulary using clues in the text around a word. 	<ul style="list-style-type: none"> Close Read recording forms (completed) <i>That Book Woman</i>: Questions from the Text Vocabulary cards
Lesson 11	End of Unit 1 Assessment: Close Reading and Powerful Note-Taking on My Own	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can document what I learn about a topic by taking notes. (W.3.8) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> I can sort key details from <i>The Librarian of Basra</i> into categories. I can answer questions using details from <i>The Librarian of Basra</i>. I can determine the meaning of words using clues in the text around it. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Close Reading and Powerful Note-Taking on My Own (RL.3.2, RL.3.3, W.3.8, and L.3.4)



Optional: Experts, Fieldwork, And Service

- **Fieldwork:** Visit local and school libraries, or history museums with a focus on U.S. history and segregation.
- **Experts:** Learn from people who have traveled to other countries and encountered reading superheroes (e.g., teachers who have worked abroad, Peace Corps volunteers, etc).

Optional: Extensions

- **Geography:** Research about countries mentioned in reading; locating countries on a map.
- **Art:** Students create portraits of reading superheroes, or portray themselves as reading superheroes.

Preparation and Materials

This unit includes two texts, written by Jeannette Winter, that address the importance of literacy and books even during times of war. The leading children publishing and teaching resource web sites unanimously agree that these texts are appropriate and effective for 3rd-grade children. Both texts include some reference to violence. In lessons, time is set aside to discuss with students that in some places in the world, there are wars that are scary. Use this discussion as an opportunity to build students' idealism, help them articulate it, describe what it means to act bravely, and notice how these real people pursue the power of reading. See also the Letter to Families (in Lesson 6); consider how you might adapt your presentation of this to the needs of your community and your classroom culture.



EXPEDITIONARY
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Grade 3: Module 1: Unit 1

Recommended Texts



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Unit 1 focuses on people around the world who go to great lengths to get an education and to gain access to books. The list below includes works with a range of Lexile® text measures about the cultures of many countries. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to build the academic vocabulary and fluency that the CCLS demand.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
<i>Virgie Goes to School with Us Boys</i>	Elizabeth Fitzgerald Howard (author), E. B. Lewis (illustrator)	Literature	190
<i>Children around the World</i>	Donata Montanari (author)	Informational Text	280
<i>Clara and the Bookwagon</i>	Nancy Smiler Levinson (author), Carolyn Croll (illustrator)	Informational Text	290
<i>My Name Is Yoon</i>	Helen Recorvits (author), Gabi Swiatkowska (illustrator)	Literature	320
<i>A Day's Work</i>	Eve Bunting (author), Ronald Himler (illustrator)	Literature	350
<i>Prairie School</i>	Avi (author), Bill Farnsworth (illustrator)	Informational Text	410



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Beatrice's Dream: A Story of a Kibera Slum</i>	Karen Lynn Williams (author), Wendy Stone (photographer)	Informational Text	420
<i>Moses Goes to School</i>	Isaac Millman (author/illustrator)	Literature	460
<i>Armando and the Blue Tarp School</i>	Edith Hope Fine, Judith Pinkerton Josephson (authors), Herman Sosa (illustrator)	Literature	500
<i>Ruby's Wish</i>	Shirin Yim Bridges (author), Sophie Blackall (illustrator)	Literature	600
<i>Beatrice's Goat</i>	Page McBrier (author), Lori Lohstoeter (illustrator)	Informational Text	640
<i>Biblioburro: A True Story from Colombia</i>	Jeanette Winter (author)	Literature	640
<i>The Storyteller's Candle/ La velita de los cuentos</i>	Lucía Gonzáles (author) Lulu Delacre (Illustrator)	Literature	640
<i>A Library for Juana: The World of Sor Juana Inés</i>	Pat Mora (author), Beatriz Vidal (illustrator)	Literature	700
<i>Going North</i>	Janice N. Harrington (author), Jerome Lagarrigue (illustrator)	Literature	700
<i>Richard Wright and the Library Card</i>	William Miller (author), Gregory Christie (illustrator)	Informational Text	730



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
<i>The Most Beautiful Place in the World</i>	Ann Cameron (author), Thomas B. Allen (illustrator)	Literature	830
<i>Going to School in India</i>	Lisa Heydlauff (author); Nitin Upadhye (photographer)	Informational Text	
<i>My School in the Rain Forest: How Children Attend School around the World</i>	Margriet Ruurs (author)	Informational Text	960
<i>Running the Road to ABC</i>	Denizé Lauture (author), Reynold Ruffins (illustrator)	Literature	
<i>My Name Is Jorge: On Both Sides of the River</i>	Jane Median (author) Fabricio Vanden Broeck (illustrator)	Poetry	

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EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 1

Talking with My Peers: Carousel of Reading Superheroes around the World



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

I can effectively participate in a conversation with my peers and adults. (SL.3.1)
I can ask and answer questions about a text. (RI.3.1)

Supporting Learning Targets

- I can talk with my partner in order to record what I Notice and I Wonder about pictures.
- I can ask and answer questions about a text.

Ongoing Assessment

- Observation of partner discussions
- Contributions to conversation norms
- Quotes from *My Librarian Is a Camel*



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking the Learning Targets (5 minutes)Practicing Observing Closely: I Notice/I Wonder (10 minutes)Work Time<ol style="list-style-type: none">Carousel Protocol: Pictures from around the World (20 minutes)Predicting the Text: Quotes Related to the Content of the Module (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Exit Ticket (5 minutes)Homework<ol style="list-style-type: none">Tell an adult you know about the pictures you saw and the quotes you read. What will you learn about in the coming weeks?	<ul style="list-style-type: none">In advance: Post charts around the room (see step 2A of Agenda).Prepare a piece of chart paper with a Quote from My Librarian is a Camel “The herders like to use ‘iron horses,’ meaning motorbikes, instead of real horses. Very few people have telephones, television, or access to computers, but most people can read!”The Carousel protocol is a simple way to engage students with new content by getting them up moving, thinking, talking, and writing. In this lesson, students look at some “mystery” photographs to pique their curiosity. Do <i>not</i> reveal what the pictures are about or tell the students the guiding question for the module until the end of the lesson.Review Think-Pair-Share and Carousel protocols (Appendix 1).There are vocabulary words that are not domain-specific or academic that may need to be clarified for students: <i>question, conversation, power</i>.ELLs may not have the comic book definition of superhero. Connect to students’ backgrounds to find their schema for a superhero.



Lesson Vocabulary	Materials
notice, wonder, norms, record, details	<ul style="list-style-type: none">• In advance, gather seven photographs/illustrations (one for modeling, six for carousel stations) of children reading in different settings (global/local). “Consider using pages from the central texts (<i>Rain School</i>, p. 9; <i>Nasreen’s Secret School</i>, p. 13; and <i>That Book Woman</i>, p. 22) to foreshadow the work of this module. Or find other images you find from print or internet sources.• Seven pieces of chart paper (one for each photo/illustration) with T-chart: left hand colum for “What I Notice”/ right hand column for “What I Wonder” (new; teacher-created in advance)• Markers (ideally a different color for each pair)• Quotes from <i>My Librarian Is a Camel</i> (one per student)• Chart paper with a Quote from <i>My Librarian Is a Camel</i> (new; teacher-created; see teaching note above)• 3" x 5" index cards• Vocabulary cards (new; teacher-created)

Opening	Meeting Students’ Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Orient students to today’s learning targets. Circle the key terms <i>notice</i> and <i>wonder</i>. Ask students to talk with a partner about what these words mean and ask a few to share out to check for understanding.• Talk with students about the importance of learning targets—they help learners know what they are expected to learn and do during a lesson.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a question mark over the head of a talking student for <i>ask questions</i>, or a magnifying glass over a picture for <i>find</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year with posted targets.



Opening (continued)	Meeting Students' Needs
<p>B. Practicing Observing Closely: I Notice/I Wonder (10 minutes)</p> <ul style="list-style-type: none">• Invite students to the reading area. Place them in pairs or ask them to identify a person near them with whom they can think and talk. Display for students a picture or illustration similar to the ones they will see during their work time today.• Notice: When we look at a picture or a book, we notice details. Discuss the meaning of the word <i>details</i>. “What details do you notice about this picture? For example, when I look at this picture, I notice ... [discuss a detail from picture] but it also makes me wonder ... [insert a question, for example the location of the photograph]. Emphasize the importance of referring directly to what you see in the picture (to help students begin to work with evidence).• Use the simple Think-Pair-Share protocol. Give students about 30 seconds or so to think; students then share with a partner what they noticed. Invite a few volunteers to share with the class the ideas that <i>their partner</i> had. As students share, record their ideas on the “What I notice” side of the T-chart.• Wonder: Invite students to share their understanding of a question: “What words do we use when asking questions?”• Students think, then share with a partner, questions they had about the picture. Record the question words students generate below the “What I Wonder” column (for example: “What are they doing?”). Consider using this opportunity to reinforce how to format a question using ending punctuation.• Repeat a few times so students grasp “noticing” and “wondering” before moving into the Carousel protocol.	<ul style="list-style-type: none">• Use thoughtful grouping:• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• Provide an illustrated anchor chart of question words (e.g., for the word <i>when</i>, use a picture of a clock) to assist students needing additional support with learning the structure to ask questions.



Work Time	Meeting Students' Needs
<p>A. Carousel Protocol: Pictures from around the World (20 minutes)</p> <ul style="list-style-type: none">• Do <i>not</i> tell students what the pictures are. It's supposed to be a mystery for them to puzzle through.• Students will work in different areas of the room for the carousel. Ask each pair to join another team to form groups of four.• Informally discuss good conversational norms. (Class Norms for Discussion will become an anchor chart in a future lesson.) Students can begin offering ideas as simple as “looking each other in the eyes when we speak” or “listening while the other person talks.” Review expectations with students about this protocol: taking turns, making sure everyone gets to write, etc.• Start each group of four at one station with one of seven charts with I Notice/I Wonder and the related photograph or illustration.• After 2 to 3 minutes, students rotate to a new station.• After students have completed a couple of the stations, it might be a good idea to stop students to praise them on their conversation skills as well as remind them of expectations.• Repeat until they have interacted with each picture.	<ul style="list-style-type: none">• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.• ELLs can substitute a word in their “notices” in their native language if they don’t know the word in English. For students needing additional support, “notices” can also be drawn, circled, or marked with a sticky note on the pictures.• For students needing additional support to complete multistep directions, provide a step-by-step visual of the protocol.
<p>B. Predicting the Text: Quotes Related to the Content of the Module (15 minutes)</p> <ul style="list-style-type: none">• Gather students back in the circle. Tell them that they will talk about these pictures again at the end of class today.• Tell them that this year they will become great readers, encountering many different types of texts. They will be reading stories, but also will be reading informational texts about real people and real places! Right now, they are going to get a glimpse at quotes from some of these texts. Briefly define <i>quote</i> in this context: a very short bit from a book.• Tell students that their job will be to read the text and ask questions that the text brings to their minds. For today, they get to just be curious: It’s okay if they don’t have answers yet.• They will then try to use clues, like words and phrases, to write possible answers to their questions. Tell them that there may be a lot of words in these quotes that students don’t know. That is fine. Encourage them to underline unfamiliar words and circle words that might help them think about the meaning of the quote.• Practice together once. Display the chart paper with a Quote from My Librarian is a Camel. “The herders like to use ‘iron horses,’ meaning motorbikes, instead of real horses. Very few people have telephones, television, or access to computers, but most people can read!”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask about the word <i>herders</i>. Think aloud the process of asking a question and using the text to find possible answers. Show them how to focus on key words, even if these are words students don't yet understand: "I am wondering what a herder is, so I am going to write, 'What is a herder?'"• Invite students to turn and talk about this first quote.<ul style="list-style-type: none">* What other words do they notice that might be important? What do they think the quote is mostly about?* What questions do they have?• Invite students' contributions first, and then model if needed. (For example, "Without any electronics, what do people do for fun?") Write this question below the quote.• Tell students that they will now get five more quotes to do this with a partner. Remind students that for today, the goal is just to try to make sense of the quote, pay attention to hard and important words, and ask questions. It's okay if they don't have the answers yet.• Distribute Quotes from <i>My Librarian Is a Camel</i> to each student. Review the instructions:<ol style="list-style-type: none">1. Read the quote. It is okay if you don't understand it yet.2. Think of a question you have based on what you read.3. Underline words you don't know or can't figure out.4. Circle words that help you figure out possible answers to those questions.5. Write possible answers to your questions using complete sentences.• Have students work with a partner first. Then they can individually write down their questions.• Circulate and support as needed. This is a good way to informally assess students' comfort with reading in a low-risk environment during the first days of school.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a whole group to debrief the carousel. Post all of their T-charts so students can see patterns. Ask a handful of students to share out what they noticed and wondered: “What worked well with your partner discussions today?”• Think-Pair-Share: Invite students to begin to discuss what the big themes or ideas of this unit might be. Model as needed. (For example: “I see many_____, so I think we might study_____.”)• Whole group, invite volunteers to share out their ideas. Accept a range of answers that students can support based on what they saw and read today. “Why do you think that?” “How does that fit with what you saw in the pictures or read in the quotes?” This is a good early opportunity to informally model the importance of providing evidence, which will be reinforced throughout the module.• Gradually guide students toward the module guiding questions:<ul style="list-style-type: none">* “How do people around the world access reading and books?”* “How does reading give us power?”• Share with students that they will return to these questions often during the next few weeks. Post it somewhere prominently in the classroom.	<ul style="list-style-type: none">• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.• Clarify the term <i>power</i> used in this context for ELLs.• Provide a model of the exit ticket to support ELLs and other visual learners.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Hand each student a 3" x 5" index card. On this card, ask students to respond to the question: What is one tip you have for talking with a partner?	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tell an adult you know about the pictures you saw and the quotes you read. What will you learn about in the coming weeks? <p><i>Note: During this unit, students are expected to read independently at home from a related book at an appropriate reading level. For third grade, this independent reading is formally launched as a part of Lesson 4.</i></p> <p><i>In addition, students may be assigned additional work, such as rereading complex text, completing a writing task, or talking about what they are learning.</i></p>	<ul style="list-style-type: none">Consider providing the question home in students' L1.Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.In addition, the site www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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Grade 3: Module 1: Unit 1: Lesson 1

Supporting Materials



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Quotes from *My Librarian Is a Camel*¹

By Margriet Ruurs

Name: _____

Date: _____

Directions

1. Read the quote. It is okay if you don't understand it yet.
2. Think of a question you have based on what you read. It might be a question you are curious about, or a question about a word or phrase that you do not understand.
3. Underline words you don't know or can't figure out. It is okay if you underlined a lot of words. It is good just to start noticing hard words!
4. Circle words that help you figure out possible answers to those questions.
5. Write possible answers to your questions using complete sentences.

Quote: “A driver and a librarian divide the books into two boxes. They saddle them on the camel’s back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.”

Questions I have:

¹© Boyds Mills Press (2005).



Quotes from *My Librarian Is a Camel*¹

By Margriet Ruurs

Quote: “But the volunteers aren’t done yet.... They cross a river in their truck and drive until they cannot go farther. Then they unload the boxes of books to take them to the small villages. From here they must walk four hours ... crossing log bridges while carrying the boxes of books on their shoulders.”

Questions I have:

Quote: “The Books-by-Elephant delivery program serves thirty-seven villages... They have even designed special metal slates that won’t break when carried on the elephant’s back across the rough land.”

Questions I have:

¹© Boyds Mills Press (2005).



Quotes from *My Librarian Is a Camel*¹

By Margriet Ruurs

Quote: “The boys take their young friend for a ride on their sled as they walk to the post office to pick up their books....While the northern wind howls across the tundra, they read fantasy and action novels.”

Questions I have:

Quote: “The country has seven floating libraries. The Kalimantan Floating Library consists of a wood boat, 8 meters long and 3 meters wide. The boat, which is powered by a diesel engine, can carry up to five hundred books.”

Questions I have:

¹© Boyds Mills Press (2005).



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Grade 3: Module 1: Unit 1: Lesson 2

Introducing Close Reading: Finding the Main Message and Taking Notes about *Rain School*

Note: This Lesson Also Serves as an exemplar with Explicit Scaffolds



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *Rain School* by reading the text closely.
- I can sort key details from *Rain School* into categories.
- I can describe what the children of Chad wanted and what they did.
- I can discuss how the main message of *Rain School* is conveyed through key details.

Ongoing Assessment

- Close Read recording form (parts 1 and 2)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of <i>Rain School</i> (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Read some sections of <i>Rain School</i> out loud to someone at home or in front of a mirror. Tell someone at home what you already have figured out about the story.	<ul style="list-style-type: none">This lesson introduces students to the concept of reading closely, by moving them through a specific process. Students will use this reading routine throughout the year, so take time in this lesson and in the coming weeks to be sure they understand the purpose and process. To understand this process more fully, review Helping Students Read Closely (Appendix 1).For this lesson and the next lesson, students will need access to <i>Rain School</i>.In advance: Create a chart of the Close Read recording form.Note that the read-aloud has two purposes: to engage students and to build fluency. Be sure that all students can see the text: Project it on a document camera or gather students close.The read-aloud should be “pure”: Simply read the text. Do NOT start with a picture walk, pause to discuss key passages, etc. During the lesson, students will reread the text multiple times on their own to understand the text more fully. The read-aloud is just a taste: to get the beautiful language, rich images, and important ideas swimming in the classroom.Review Think-Pair-Share protocol (Appendix 1).



Lesson Vocabulary	Materials
gist, character, setting, motivation, problem, solution, detail, lesson	<ul style="list-style-type: none">• Document camera and projector• <i>Rain School</i> (book; one per student)• Sticky notes (or a notebook)• Example of Partially Completed Close Read Recording Form for Reading <i>Rain School</i>• Example of Close Reading Routine Chart with Nonlinguistic Representations• Examples of Non-Linguistic Representations of Learning Target Vocabulary in This Lesson• Examples of Sentence Starters for Think-Pair-Share• Close Readers Do These Things anchor chart (new; teacher-created)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of Rain School (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today they are going to be hearing and reading a beautiful story by James Rumford called <i>Rain School</i>; it is about students who are like them in many ways but very different in other ways. Tell them that the first time they hear it, they should just listen, follow the flow of the story, and enjoy the story.• Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.• Ask students to follow along in their text. Use a document camera or hold the book up so all students can see the text (this promotes fluency).• Project the book Rain School and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, tell them: "Right now, I just want you to listen to the story and think about it. We are actually going to be rereading this story several times during this lesson, and even tomorrow, so there will be plenty of time to talk about it."	<ul style="list-style-type: none">• Allowing students to see the text and illustrations will aid them in their comprehension.• Consider providing nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a light bulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets. Examples of possible nonlinguistic symbols for this lesson can be found at the end of this lesson.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the learning targets for today. Read each target aloud, and then invite students to turn and talk about what the target means in their own words. Emphasize that today they will be practicing close reading for the first time. This basically means that they will read a book more than once to keep trying to understand more about it, to figure out words they don't know, and to think about the main message.• Tell them that this process will become clearer as they practice today, and that they will have many chances during this module to practice this same process again.	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none"> Tell students that now they will have a chance to work with this text on their own and with each other. They will be reading this text two more times today, each time with a different purpose. Each time, they will follow a similar routine: <ul style="list-style-type: none"> * Read and think on their own. * Talk with their group about the text. * Write notes or answer questions about the text. Tell them that the first time they read, they will be getting the gist of the story. Define <i>gist</i>: the central or main idea. In other words, they'll be trying to understand what the story is mostly about. Tell them that just as in Lesson 1, they can also pay attention to words they don't know or that they think might be important. Model this process using the first section of <i>Rain School</i>. Distribute a copy to each student, inviting them to silently read along with you. Read the first section of the text aloud, without showing illustrations (stop at: "This is the moment they have been waiting for"). Then think aloud the process of identifying unfamiliar words. This might sound something like: "I've never heard the word 'sapling' before, so I'm going to write it down." Either underline the word <i>sapling</i> in the text or write it on a sticky note. Continue thinking aloud: "But this new word does not stop me from understanding the text, so I'm going to leave it for now and come back to it later." Tell students they will be working more with vocabulary tomorrow. Tell students that their second important job when they read this time is to think about and record the gist of each section as they read. Review the word <i>gist</i>. Look at the first section again, and think aloud. "When I try to figure out the gist, I think about the characters in the section and the important events that happened." Have students Think-Pair-Share with someone near them the question: "Who was in this section and what happened?" Tell students this is exactly what it sounds like. They first think about the question on their own. They then pair with a "next-door neighbor" to talk about their thinking. Finally, they share with the class either their own or their partner's thinking. Invite students to share their ideas. Model for students how to write the gist of the section on their text or a sticky note. 	<ul style="list-style-type: none"> In this lesson and future close reading lessons, students are directed to write on sticky notes on the text to record unfamiliar words and the gist. Consider pairing struggling readers with a stronger reader for this task. Alternatively, consider pulling a small group of students who may not have the fluency, language, or decoding skills to do this task on their own. When doing Think-Pair-Share, it is helpful if students are already sitting near a peer with whom they can work well. It is also engaging to add movement to this protocol: an exaggerated gesture of finger on the forehead and eyes closed for thinking and putting bodies knee to knee when pairing up.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> The gist of the first section might read something like: "Thomas is very excited to go school. But first he has to help build the school out of mud and plants." Tell students that they should stop every few pages (or paragraphs) to jot down vocabulary and the gist of the section they just read. Place students in groups. Direct students to do the next couple of sections on their own. Remind them that they are looking for words they do not know, as well as writing the gist for the next sections on sticky notes. Circulate and support students as they read. After students have read for 10 minutes, stop them in their work. Ask them to discuss with their group what they wrote. Remind students of the Conversation Criteria that was developed in Lesson 1. Consider posing questions such as: "Do you have similar words circled? Did you have a similar 'gist' for sections two and three of the story?" After 2 to 3 minutes of discussion, distribute the Close Read Recording Form to each student. Ask them to look at the top section and the read the question aloud: "After reading this for the first time on your own, what do you think the lesson of this story is?" Discuss the word <i>lesson</i> in this context: what the author is trying to teach us. Invite students to Ink-Pair-Share the lesson of the story. 	<ul style="list-style-type: none"> To make the text more accessible to students, consider breaking it into the following sections: <ol style="list-style-type: none"> pp 1–13 (ending with: "This is the moment they have been waiting for.") pp 14–22 (ending with: "Thomas and the other children race home.") pp 23–28 (end of story) Pre-write "who" and "what happened" on sticky notes for students who need additional scaffolding to capture the gist as they read.
<p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS)(20 minutes)</p> <ul style="list-style-type: none"> Gather students back in a circle. Congratulate them on their first reading of the text. Tell them that it is important to get the gist of a text and think about the lesson before looking even more closely at the parts of the story. Tell students they will now be reading closely to collect the important details of the story that relate to this main message. Discuss the word <i>details</i> as the small parts of the story that add to the overall lesson. Direct students' attention to the Close Read Recording Form, specifically to the Gathering Important Details section. Tell students they will be using the Somebody In Wanted But So categories to help them take notes on the important details of the story, and that each section is for a different kind of detail. Review and discuss each category. On the Close Read Recording Form for <i>Rain School</i>, record literary terms that relate to each section while discussing. For example, write <i>character</i> under the word <i>somebody</i> because that's where students should record the people in the story. <i>In</i> indicates the <i>setting</i> of the story. <i>Wanted</i> tells the <i>motivation</i> of a character. <i>But</i> indicates the <i>problem</i>. <i>So</i> is the <i>solution</i> or <i>resolution</i>. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will be like detectives today, hunting for details to complete the Gathering Important Details section of their Close Read Recording Form. Remind students that they should reread the entire text in order to be thorough close readers and detectives. As students read the text, circulate and support them.• Give students 2 to 3 minutes to discuss with their groups the important details they collected. Consider asking students to consider whether the important details of the story changed their thinking about the story's lesson.• Point out to students that our understanding of a story gets deeper or changes when we reread and pay attention to details that relate to the main message or lesson.• Direct students to fill in the last section of their Close Read Recording Form: "Now what do you think the lesson of this story is? Why do you think this?"• Gather students back in a circle, and as a whole group complete the Gathering Important Details section and the Close Read Recording Form for <i>Rain School</i>.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to review as a whole group the steps they took as readers today. Ask: "How did these steps help us to better understand this text?" Think-Pair-Share this question.• Once students have shared, tell them that today they did part of a process called close reading. Begin a Close Readers Do These Things anchor chart. In the next lesson they will read the text again and use the text to answer specific questions.	<ul style="list-style-type: none">• Some students may benefit from being given sentence starters for Think-Pair-Share. An example of sentence starters can be found at the end of this lesson.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read some sections of <i>Rain School</i> out loud to someone at home or in front of a mirror. Tell someone at home what you already have figured out about the story. What is the story mostly about? What details are important, and why? How are the students in that school like you? How are they different? <p><i>Note: For the next lesson, students will continue to work with their Close Read Recording Forms and their copy of Rain School. Consider collecting students' work from today so nothing gets lost, or direct students to save their work in a reading folder.</i></p>	



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Grade 3: Module 1: Unit 1: Lesson 2

Supporting Materials



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Close Read Recording Form

Name:

Date:

Close Read Recording Form for book:

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?



Close Read Recording Form

Gathering Important Details in a Story

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	
After thinking more closely about the characters and their motivations, <i>now</i> what do you think the lesson of this story is? Why do you think this?	

¹Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



Example of a Partially Completed Close Read Recording Form

Close Read Recording Form for book:

Rain School

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?

I think the lesson of the story is

Gathering Important Details in a Story

Somebody ... (character)	
in ... (setting)	Chad
wanted ... (motivation)	to go...
but ... (problem)	there was no...
so ... (resolution)	the students...

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is?
Why do you think this?

because the kids...



Read and Think on Your Own



**Talk with Your Group about the
Text**



**Write Notes or Answer
Questions About the Text**

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WRITE NOTES: Image Copyright Kamira, 2013. Used under license from Shutterstock.com.



Read and Think on Your Own



**Talk with Your Group about the
Text**



Main Idea



Sort

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MAIN IDEA: Image Copyright Hilch, 2013. Used under license from Shutterstock.com.

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The character(s) in this section are



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Grade 3: Module 1: Unit 1: Lesson 3

Continued Close Reading of *Rain School*: Text-Dependent Questions and Vocabulary



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

- I can answer questions using specific details from the text. (RL.3.1)
I can explain what I understand about the topic being discussed. (SL.3.1)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can answer questions using details from *Rain School*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of a word using clues in the text around it.

Ongoing Assessment

- Close Read recording forms (completed)
- *Rain School*: Questions from the text
- Vocabulary cards

Agenda

1. Opening
 - A. Engaging the Reader (10 minutes)
2. Work Time
 - A. Answering Text Dependent Questions (20 minutes)
 - B. Share (5 minutes)
 - C. Vocabulary (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Complete any of the questions you may not have finished on the *Rain School* Questions from the Text sheet.

Teaching Notes

- In advance: Students will need a copy of *Rain School* by James Rumford and their Close Read recording forms from Lesson 2.
- Prepare A Question from the Text anchor chart with this question on it: “How will school be different for Thomas when he starts again in September?”
- During work time today, introduce the importance of specific skills during collaborative discussions, and then begin listening to students’ discussion skills and using the Conversation Criteria checklist.
- Review: Think-Pair Share, Helping Students Read Closely, and Quiz-Quiz-Trade vocabulary strategy (Appendix 1).
- To manage students’ movement during Quiz-Quiz-Trade, consider having students stand in an inside circle/outside circle, then rotating them to find a new partner.



Lesson Vocabulary	Materials
evidence, detail, question, clue, sapling, knowledge, rumbled, slump	<ul style="list-style-type: none">• Close Read Recording Form for <i>Rain School</i> (from Lesson 2)• <i>Rain School</i> (book; one per student)• A Question from the Text anchor chart (new; teacher-created)• <i>Rain School</i> : Questions from the Text (one per student)• Close Readers Do These Things anchor chart (begun in Lesson 2)• Sticky notes• 8.5" x 11" sheet of white paper• 3" x 5" index cards (one for each student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Direct their attention to the Close Read recording form for Rain School from the previous lesson.• Remind students about the simple Think-Pair-Share process they practiced yesterday: They get time to first think on their own and then talk with a partner. Then as a group, some students will share their own thinking or something smart their partner said or asked.• Ask: "What were some important details in the story Rain School we read yesterday?" Have students Think-Pair-Share.• Repeat the Think-Pair-Share with a second question: "What did we do as readers to help us understand this story better?"• After students have shared, transition, focusing students on the learning targets for this lesson. Invite a student to read aloud the learning target: "I can answer questions using details from <i>Rain School</i>." Ask students to think about that learning target. Circle the word <i>questions</i> and the phrase <i>details from the text</i>. Discuss as a group how these two parts of the learning target might be connected.	<ul style="list-style-type: none">• Asking students to talk about details from the day before helps build academic vocabulary for all students.



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none"> • Distribute <i>Rain School</i> to students. Remind students that they have already heard or read <i>Rain School</i> three times (in Lesson 2): the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and then with groups to find and record important details and think about the story's message or lesson. • Tell students that today they are going to be reading the story <i>Rain School</i> on their own and in groups again. This time, they will answer questions whose answers can only be found inside the text. • Tell students this process happens in two parts. The first part is finding the evidence in the text that will help answer the question. Discuss the word <i>evidence</i>: “<i>Evidence</i> is something we use to prove an idea we have.” Remind them that yesterday they practiced being reading detectives, and that detectives look for evidence: clues, details to help them figure something out. • Display the A Question from the Text anchor chart. “How will school be different for Thomas when he starts again in September?” Tell students you will read the whole text, keeping this question in mind, and when you find evidence, you will underline it. Model this process. This can be done by silently reading <i>Rain School</i> in front of the class. Consider exaggerating the reading, scanning with eyes and a finger, whispering some parts aloud, etc. Invite students to read along silently on their own copies. Consider telling students to give a silent signal, like thumbs-up, if they think they found evidence to answer the question. • Read aloud the section: “Come September, school will start over. Thomas will be a big brother then, leading the children on their first day of school.” Think aloud: “Aha! This part is talking about September, which is in the question. Does it say how things will be different? Well, it says that he will be a big brother then, which will be different for him, because in the story he was the little brother. So I am going to jot down this evidence.” Model writing a paraphrased version of the evidence on a sticky note. Tell students that they will now try this with a few questions on their own. • Distribute <i>Rain School: Questions from the Text</i> and sticky notes and allow students to begin working independently. As students begin to work, remind them that they should read the questions first, and then jot evidence when they think they have found answers. They are not actually writing answers yet. Circulate and assist students as needed. • After students have worked for about 10 minutes, pause them and ask them to discuss as a group the evidence they found for each question. 	<ul style="list-style-type: none"> • In this lesson and future close reading lessons, students are directed to write on sticky notes on the text to record unfamiliar words and the gist. • Consider pairing struggling readers with a stronger reader for this task. Alternatively, consider pulling a small group of students who may not have the fluency, language, or decoding skills to do this task on their own. • When doing Think-Pair-Share, it is helpful if students are already sitting near a peer with whom they can work well. It is also engaging to add movement to this protocol: an exaggerated gesture of finger on the forehead and eyes closed for thinking and putting bodies knee to knee when pairing up.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that they will be thinking and talking a lot together this year. Tell them that today you will be listening in to see how they are doing with their discussion skills. In the interest of time, consider assigning each group one specific question to discuss.• Tell students that they will now be using this evidence to write an answer to the questions. Model this process for them by thinking aloud the answer while writing it on the chart. This may sound like: “The question says, ‘How will school be different for Thomas when he starts again in September?’ Well, I’m going to use the words in the question to begin my answer, so I will write, ‘School will be different for Thomas because . . .’” Refer back to the evidence in the text: “Oh yeah, the text says, ‘Thomas will be a big brother, leading the other children.’ So I can finish my sentence with: ‘he will now be a big brother instead of a little brother, and he will lead the other children.’”• Direct students back to their <i>Rain School</i>: Questions from the Text, inviting them to try writing answers. Remind them that the first part of the answer came from words in the question, while the second part of the answer came from the evidence in the text. Circulate and support students as they write.	
<p>B. Share (5 minutes)</p> <ul style="list-style-type: none">• As students begin to finish, get the attention of the whole group.• Go through each question, one at a time, and cold call students to share their answers with the whole group.• Clarify any misconceptions with the whole group and invite students to revise their answers as necessary.	



Work Time (continued)	Meeting Students' Needs
<p>C. Vocabulary (20 minutes)</p> <ul style="list-style-type: none">• Students will now work with the words they listed during their second reading of <i>Rain School</i>. Gather students in a circle and tell them that they will now be learning a strategy for when they come across an unknown or difficult word while reading. Read the third learning target, “I can determine the meaning of a word using clues in the text around it.” Ask students if this learning target gives them any ideas of what they will be doing with unknown words. Share ideas as a whole class. (Listen for comments like: “I will try to figure it out from other stuff on the page.”)• Return to the projected copy of <i>Rain School</i> used in Lesson 2. Remind students about how you had written down the word <i>sapling</i> because the word was unfamiliar. Tell them that you will now go back to that word and try to figure it out its meaning. Tell students that one way to figure out the meaning of a word is to look at other words in the sentence and think about clues the sentence gives you, and then try to replace the word with a word they know.• On one side of an 8.5” x 11” sheet of white paper, write the sentence: “He gathers grass and saplings with the other children, and they make a roof.” Circle the word <i>sapling</i>. Think aloud the process of using clues in the sentence. “So, Thomas gathers the sapling, so it must be a noun, because it’s a thing he can pick up. Also, he picks it up with the grass, so I’m guessing it might also be a plant. They use it to make a roof, and I’ve seen roofs in pictures made of grass and branches from trees. So I’m thinking that <i>sapling</i> must mean something like <i>branch</i> or <i>small tree</i>.” On the back of the 8.5” x 11” sheet of white paper write “branch” or “small tree.”• Distribute a 3” x 5” index card to each student. Tell them that they will now choose a word from the unfamiliar words they wrote to repeat this same process. Give students 5 minutes of independent work time to do this with one word. Remind them that on one side they write the whole sentence that the word is in, circling the unknown word. On the other side, they are to write two possible words that it might be similar to.• Gather students back in the circle. Tell them they are going to play a quick game called Quiz-Quiz-Trade. In this game they will partner up with another student. When the teacher says “quiz,” one student will show their sentence with a word circled. Their partner will then try and guess one of the two words on the reverse side of the card. When the teacher says “quiz” again, the other student will show their sentence. Finally, the teacher will say “trade” and students must trade partners with someone near them. Consider modeling this with one student. Allow students to play Quiz-Quiz-Trade for 5 minutes.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Debrief, in a whole group, with the question: “How could the new word that you learned help you better understand the text?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tonight you need to complete any of the questions you may not have finished on the <i>Rain School</i> Questions from the Text sheet. Remember to use details from the text to support your answers. To do this you will need your copy of <i>Rain School</i>. <p><i>Note: In Lessons 4, 5, 6, and 7 students will engage in various group discussions. During these conversations, the teacher will be collecting data for the mid-unit assessment using the Conversation Criteria checklist.</i></p>	<ul style="list-style-type: none">For ELLs or struggling readers, consider highlighting their text to help them find some important details that will help them answer the questions.



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Grade 3: Module 1: Unit 1: Lesson 3

Supporting Materials



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Rain School:
Questions from the Text

.....
Name:
.....

Date:
.....

1. According to the text, what is the first lesson the teacher says the students will learn?

.....
.....
.....
.....

2. How does the author describe the inside of the school?

.....
.....
.....
.....

3. How does the teacher in this story feel about her students' work? Use details from the story.

.....
.....
.....
.....



Rain School:
Questions from the Text

4. Why does the author say “it doesn’t matter” that the school has disappeared? Use details to support your answer.

5. Read this sentence from the story: “Their notebooks are rumpled from learning.” Based on the text, the word rumpled means:

- a. new
- b. full
- c. worn
- d. heavy



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 4

Choosing a Book that Interests Me: Seeking the Superhero Reader in Me



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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 effectively participate in a conversation with my peers and adults. (SL.3.1) I can speak in complete sentences with appropriate detail. (SL.3.6)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can select a “power book” that I want to read.• I can talk with a small group about why I chose my power book.• I can speak in complete sentences when I participate in group discussions.	<ul style="list-style-type: none">• Book selection• Conversation Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Books: We Seek the Power to Read (10 minutes)Work Time<ol style="list-style-type: none">Search of Classroom Library (20 minutes)Building on Class Norms for Discussion: Fishbowl Protocol (15 minutes)Small Group Discussion: Why I Chose this Book (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Take the Selecting a “Power Book” That I Want to Read recording form home. Write down the name of the book you chose as your “power book” for independent reading. Tell an adult at home why you chose it. Start reading this book!	<ul style="list-style-type: none">In advance: Ensure that the classroom library is stocked with many of the books in the Recommended Texts for Unit 1, as well as other books from a variety of genres. Stock the library with some “in demand” books that are “stretch” texts a bit above most students’ reading levels, but for which they will want to reach.In this lesson, students begin to explicitly focus on their ability to engage in collaborative discussions, which will be formally assessed during Lessons 6 and 7.Review the Fishbowl protocol (Appendix 1).

Lesson Vocabulary	Materials
discuss, norms, fishbowl, genre, fiction, fantasy, series, nonfiction	<ul style="list-style-type: none">Personal challenging book that belongs to the teacherBins of classroom or library books (including the books on the Recommended Texts list for Unit 1)Class Norms for Discussion anchor chart (new; teacher-created)Conversation Criteria Checklist (for teacher use)Selecting a “Power Book” That I Want to Read recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Books: We Seek the Power to Read (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the story <i>Rain School</i>. Ask them to turn for a moment to someone nearby and share one thing the children in the story had to do that shows how they went to great lengths to seek the power of education and reading. Have two or three students share their ideas aloud with the whole group.• Explain “We are fortunate enough to be surrounded by books. We don’t have to build our own school every year, but in a different way, we too have to seek the power of education and reading.”• Show students a book that takes considerable reading power (because it is so long, or the vocabulary is complicated, or because of time constraints). Share how reading this book presents a challenge, and how someone would have to seek some power in order to complete it. Discuss how the classroom library is full of wonderful books like that one that may take some additional power to read.• Tell them that today during class, they will be choosing a book for independent reading: a book that interests them and that will also challenge them as readers. Their homework tonight will be to write about why they chose that book, and to start reading!• Introduce the first learning target: “I can select a ‘power book’ that I want to read.” Share ideas about what “power book” might mean. This should include how they will need to seek some power to be able to read it as well as how reading it will give them some power. Remind students of one of the guiding questions for the module: “What is the power of education and reading?”• Reread the target, quickly thinking aloud about the word <i>select</i>: “I can select a ‘power book’ that I want to read this year. I think <i>select</i> must be like <i>choose</i> or <i>find</i>. I can <i>choose</i> a ‘power book’ that I want to read. I can <i>find</i> a ‘power book’ that I want to read. Yes, <i>select</i> must mean <i>choose</i> or <i>find</i>.” Explain that today they will be spending some time finding their own personal power book.	



Work Time	Meeting Students' Needs
<p>A. Search of Classroom Library (20 minutes)</p> <ul style="list-style-type: none"> Introduce genre-related vocabulary as it relates to materials in the classroom library. Such vocabulary might include <i>series</i>, <i>fantasy</i>, <i>mysteries</i>, <i>how-to books</i>, <i>informational books</i>, <i>science books</i>, etc. Remind students that they should search for a book that not only interests them, but that will help them build their reading power. Point out to students that in the classroom library are many books that relate directly to the topic they are studying: how and why people work so hard to access education, reading, and books. As students comb through the bins of classroom library books, circulate and ask them to give reasons for why they are choosing certain books. As needed, offer suggestions that will support effective decisions. As students narrow down their selections, have them settle on one and write a quick note on an index card naming why they chose it. They will bring this note to the conversation later in this lesson. 	<ul style="list-style-type: none"> Consider having the books spread around the classroom in bins to make searching easier. Or perhaps bring the students to the library for this portion of the lesson.
<p>B. Building on Class Norms for Discussion: Fishbowl Protocol (15 minutes)</p> <ul style="list-style-type: none"> Introduce the learning targets: “I can talk with a small group about why I chose my power book” and “I can speak in complete sentences when I participate in group discussions.” Explain that in order to be successful with these targets, it is helpful to know what such a talk might look and sound like. Share that a few people will model this using a “fishbowl” technique: “We will be watching from the outside, and seeing and listening to what people in the fishbowl are doing and saying.” Choose from these options for the fishbowl: <ul style="list-style-type: none"> * Choose three to five students who can serve as strong models of speaking and listening. * Invite students from an older grade to choose and bring their own “power books” to share. These students should be able to serve as strong models of speaking and listening. * Invite several teachers or adult volunteers to choose and bring their own “power books” to share and discuss. The Fishbowl participants sit together in a circle in the middle of the group and discuss the books they chose and why. Observers in the outside circle should look for qualities of conversation. After the discussion, invite the observers to share both the positive and negative aspects of the discussion. Begin a Class Norms for Discussion anchor chart. If necessary, lead students toward some key norms (such as everyone having a chance to speak and participants asking questions of one another to extend conversation). Tell them that you will be listening to how well they work with each other in their groups. (See the Conversation Criteria checklist and adapt to suit personal preferences.) 	



Work Time (continued)	Meeting Students' Needs
<p>C. Small Group Discussion: Why I Chose This Book (10 minutes)</p> <ul style="list-style-type: none">• Students now have the opportunity to put the discussion norms into practice. Place them in groups of four to five. Review the norms, reminding students to refer to the anchor chart: Class Norms for Discussion that they have been practicing in Lessons 1–3 as they have talked with each other about books.• Remind students that writing in preparation for conversation is a useful speaking skill they will continue to use this year, so it will be helpful to have their notes from their search of the classroom library for their small group discussion.• Post the question: “Why did you choose this book?” As students discuss this topic, collect data on students’ mastery of discussion skills on the ongoing Conversation Criteria checklist.	<ul style="list-style-type: none">• Discussion groups should be large enough to provide a diversity of perspectives but small enough to encourage all students to participate.• Posting the discussion question is helpful to students and groups who may veer off course or forget the topic. Consider also adding a subset of related questions for groups who may struggle with extending conversation independently.• Consider providing sentence starters for ELLs if they struggle to participate in discussions. For example: “I picked this book because . . .”



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students back together in a whole group. Debrief the class norms for discussion:<ul style="list-style-type: none">* “What went well in your groups?”* “What do we need to work on more?” Invite several teachers or adult volunteers to choose and bring their own “power books” to share and discuss.• Add to the Class Norms for Discussion anchor chart as needed.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Take the Selecting a “Power Book” That I Want to Read recording form home. Write down the name of the book you chose as your “power book” for independent reading. Tell an adult at home why you chose it. Start reading this book! <p><i>Note: Each unit in this module is accompanied by an extensive list of books at a variety of reading levels. Students should use the library to obtain book(s) about the topics under study at their independent reading level. These books should be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation.</i></p>	<ul style="list-style-type: none">• Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.• In addition, the site www.noveln newYork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this website can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.



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Grade 3: Module 1: Unit 1: Lesson 4

Supporting Materials



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Conversation Criteria Checklist:
(for Teacher Use; adapt to suit personal preferences)

Learning Targets:

- I can follow our class norms when I participate in conversations.
 - I can speak with complete sentences when I participate in group discussions.
- (Teachers: Please insert the conversation norms from class to assess students' ability to engage effectively in collaborative discussions. Code responses are based on the setting in which the criteria are observed.
For example: P= Partner, G= Small Group, C= Whole Class)

Student Name	Complete Sentences	Norm 1	Norm 2	Norm 3	Norm 4	Norm 5



Selecting a “Power Book” That I Want to Read recording form

.....
Name:
.....

Date:
.....

Learning Targets: I can select a “power book” that I want to read.

1. A “power book” is...

2. The title of my “power book is”...

3. I picked this book because...



EXPEDITIONARY
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Grade 3: Module 1: Unit 1: Lesson 5

Informative Paragraph Pre-assessment: What is One Reason You Want the Power of Reading?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</p> <p>I can speak in complete sentences with appropriate detail. (SL.3.6)</p> <p>I can write an informative/explanatory text. (W.3.2)</p> <p>I can write an informative/explanatory text that has a clear topic. (W.3.2)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can follow our class norms when I participate in a conversation. I can speak with complete sentences when I participate in group discussions. I can write an informative paragraph with a clear topic that explains why I want to get the power of reading. 	<ul style="list-style-type: none"> Conversation Criteria checklist Student paragraphs (as pre-assessment)
Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Think-Pair-Share: Why Did the Children Work So Hard for the Power of Education and Reading? (10 minutes) Work Time <ol style="list-style-type: none"> Debrief (5 minutes) Small Group Discussion: Why Do YOU Want the Power of Reading? (15 minutes) Paragraph Writing (Pre-Assessment) (30 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework <ol style="list-style-type: none"> When you go home, ask an adult in your family, "What was one reason you wanted to learn to read when you were little?" 	<ul style="list-style-type: none"> In this lesson, minimal instruction is given on paragraph writing before students write their own. This is a purposeful move, as it is designed to be a pre-assessment to be used to inform instruction on paragraph writing throughout the rest of this module.



Lesson Vocabulary	Materials
participate, norms, complete sentences, informative, paragraph, topic	<ul style="list-style-type: none">• <i>Rain School</i> (book; one per student; from Lessons 2 and 3)• Conversation Criteria Checklist (from Lesson 4; for teacher use)• Class Norms for Discussion anchor chart (begun in Lesson 4)• Paragraph Pre-assessment: What Is One Reason You Want the Power of Reading? (one per student)

Opening	Meeting Students' Needs
<p>A. Think-Pair-Share: Why Did the Children of Chad Work So Hard for the Power of Education and Reading? (10 minutes)</p> <ul style="list-style-type: none">• Show students the cover of the book Rain School. Remind them that in this book, the children of Chad had to go to extraordinary lengths to seek the power of education and reading. Ask: “What were some of the extraordinary things they had to do?” Have a few students share aloud with the group.• Distribute <i>Rain School</i> to students. Encourage students to refer back to specific passages from the text they remember: facts, examples, details. Point out that since they read the book so carefully, and multiple times, they can remember it much better than if they’d only read it once.• Share: “It seems to me that if the children in Chad went to such extraordinary lengths to learn to read, they must really want that power. I wonder why they want it so much? I bet that you have some thoughts about that.”• Give students a moment to think about that question on their own, then ask them to turn to a partner and tell each other their thoughts. Then ask three or four students to share aloud with the whole group.	<ul style="list-style-type: none">• Consider displaying some of the illustrations from the book in order to support students in responding to the question.



Work Time	Meeting Students' Needs
<p>A. Small Group Discussion: Why Do YOU Want the Power of Reading? (15 minutes)</p> <ul style="list-style-type: none">• Share with students that although we don't have to build our school, we too want the power of education and reading, just like the children of Chad. Remind them that one of the "big deals" of this year is that they will increase their reading power, which they will then have for the rest of their lives.• Ask students to think about reasons they want the power of reading. Tell them that in a moment they will have the opportunity to talk about it with a group. Consider sharing a quick thought about why you wanted to read when you were a child. Give students think time.• Show the learning targets:<ul style="list-style-type: none">* "I can follow our class norms when I participate in a conversation."* "I can speak with complete sentences when I participate in group discussions."• Remind students of the group discussion from Lesson 4 on what went well and what the class needs to work on in group discussions and review the Class Norms for Discussion anchor chart.• Place students in groups of four or five and invite them to begin. As students discuss, circulate and assess individual students' conversation skills using the Conversation Criteria checklist.	<ul style="list-style-type: none">• Consider drawing a thought bubble and writing a sentence starter where all can see, to support those who might need it. For example: "I want the power of reading because (or so) . . ."• This discussion provides the opportunity to continue the mid-unit assessment of individual students' conversation skills that is ongoing from Lessons 3 to 7.
<p>B. Paragraph Writing (Pre-assessment) (30 minutes)</p> <ul style="list-style-type: none">• Gather students back together in the whole group. Share an observation about what went well with following the class norms, and what might still need to be worked on. Model giving kind and specific feedback.• Introduce the final learning target: "I can write an informative paragraph with a clear topic that explains why I want to get the power of reading." Since this might be the first time this year (or ever) that students have written a paragraph, activate their schema by asking: "What do you know about paragraphs?" Have a few students share. Circle the words <i>informative</i> and <i>topic</i> and explain what they mean. Underlining <i>inform</i>, in <i>informative</i>, and connecting it to the familiar word <i>information</i> is a useful strategy to deconstruct the new word. Use a phrase such as "stick to one big idea" to explain what <i>with a clear topic</i> means.• Tell students that this is a pre-assessment. Use this opportunity to teach the prefix <i>pre</i>: "<i>Pre</i> means before. So this is a piece of writing you will do before you do any writing that I will actually grade. Just try your best."	<ul style="list-style-type: none">• Consider finding opportunities throughout the day to deconstruct various new words by looking at words within them or similar words. For example, <i>inform</i> in <i>informative</i>.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Encourage students to try their best to meet the target. Tell them that looking at their writing will help you learn how to best teach them to write strong paragraphs this year.Distribute the Paragraph Pre-assessment: What Is One Reason You Want the Power of Reading? Have them work silently for 20 minutes. Suggest that if they finish early they should reread their paragraphs and do all they can to make them better. If students lose focus, give them verbal reminders: “Stick with it!” “Is there anything you can do to make your writing more clear?”	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Collect the paragraphs students have written and then invite them back together as a whole group. Display all three learning targets used in this lesson.Read the targets aloud, then ask the students to think about one that they felt they were successful with and one that they might need more work on. Have the students either pair up and share, or have three or four students share aloud with the whole group.If time permits, invite a few students to share what they wrote.Collect students' paragraphs.	<ul style="list-style-type: none">Another way to get a sense of student assessment toward these targets is to have students give a “thumbs-up” if they feel confident about any given target, “thumbs-sideways” if they are working on it, or “thumbs-down” if they feel they need lots of work on it.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">When you go home, ask an adult in your family, “What was one reason you wanted to learn to read when you were little?” Either have them write their answer down, or write it yourself and bring it back to school. <p><i>Note: Review the students' paragraphs in this pre-assessment. This will inform instruction for Lesson 8 in this unit and subsequent paragraph writing lessons. Consider collecting this homework and using it to make a chart called “Why Do People Want to Seek the Power of Reading?”</i></p> <p><i>In Lesson 6, students begin to read Nasreen's Secret School. See Lesson 6 teaching note regarding the references to war in this text. Also preview and adapt the Letter to Families (Lesson 6 supporting material).</i></p>	



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Grade 3: Module 1: Unit 1: Lesson 5

Supporting Materials



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Informative Paragraph Pre-assessment:
What is One Reason You Want the Power of Reading?

.....
Name:
.....

Date:
.....

Learning Target:

- I can write an informative paragraph with a clear topic that explains why I want the power of reading.

Write a paragraph to answer the question: What is one reason you want the power of reading?

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EXPEDITIONARY
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Grade 3: Module 1: Unit 1: Lesson 6

Close Reading of *Nasreen's Secret School*: How Do People Access Books in Afghanistan?



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can follow our class norms when I participate in a conversation. (SL.3.1b)

Supporting Learning Targets

- I can identify the main message of *Nasreen's Secret School* by reading the text closely.
- I can describe what Nasreen wanted and what she did.
- I can sort key details from *Nasreen's Secret School* into categories.
- I can discuss how the main message is conveyed through key details.

Ongoing Assessment

- Close Read recording form (parts 1 and 2)
- Conversation Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency. Read-aloud of <i>Nasreen's Secret School</i> by Jeanette Winter (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (10 minutes)Homework<ol style="list-style-type: none">Read some sections of <i>Nasreen's Secret School</i> out loud to someone at home or in front of a mirror. Tell someone at home what you already have figured out about the story.Share the Letter to Families with an adult family member at home.	<ul style="list-style-type: none">This lesson repeats the two-day close reading cycle from Lessons 2 and 3, with a new text.Review: Helping Students Read Closely (Appendix 1).This lesson includes the start of the Mid-Unit Assessment regarding students' discussion skills and how well they are collaborating with peers. Note that there is no formal "assessment" document to distribute to students. Rather, begin using the Conversation Criteria checklist (see supporting materials) to collect formal data for the Mid-Unit Assessment.In advance: Review the Letter to Families about the topic of this book. Consider how you might adapt your presentation of this to the needs of your community and your classroom culture.This text, <i>Nasreen's Secret School</i>, is one of two texts in this unit that are written by Jeannette Winter, who has written dozens of acclaimed children's books (ranging from adaptations of "Twinkle Twinkle Little Star" to fictional accounts of Emily Dickinson, Beatrix Potter and Jane Goodall). In these two texts, Winter addresses the importance of literacy and books even during times of war. Both texts include some reference to violence. The leading children publishing and teaching resource web sites unanimously agree that these texts are appropriate and effective for 3rd-grade children. Some of the books' themes challenge students to think through and learn to communicate new ideas, which is why these texts are so effective and widely used.In Lessons 6 and 7 time is set aside to discuss with students that in some places in the world, there are wars that are scary. Use this discussion as an opportunity to build students' idealism, help them articulate it, describe what it means to act bravely, and notice how Nasreen pursues the power of reading.



Lesson Vocabulary	Materials
gist, message (in a story), lesson (in a story), detail, characters, setting, motivation, problem, solution	<ul style="list-style-type: none">• <i>Nasreen's Secret School</i> (book; one per student)• Document camera and projector• Sticky notes• Anchor chart: Close Read recording form for <i>Rain School</i> (from Lessons 2 and 3)• Close Read recording form (one per student)• Conversation Criteria Checklist (from Lesson 4; included again here for teacher use to gather data as the Mid-Unit 1 Assessment)• Close Read Recording Form for <i>Nasreen's Secret School</i> anchor chart (new; teacher-created)• Letter to Families (optional; adapt as suits your community)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>Nasreen's Secret School</i> (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Remind students of the important reading work they did with <i>Rain School</i>. Invite individual students to turn and talk about the steps they took to read that text closely. Re-orient them to the Anchor Chart: Close Read recording form for <i>Rain School</i>.• Tell them that today, you will be doing the same process, but with a new text, about a child going to school in a new place.• Distribute <i>Nasreen's Secret School</i> to students. Project <i>Nasreen's Secret School</i> and read aloud. Tell students that the text will be projected for them, and they should read along in their own text.• Remind students that the purpose of this read-aloud is simply to acquaint them with the text. Students should listen, enjoy, and follow the flow of the story. Do NOT aid students in comprehension at this point through questioning or discussion.• Read slowly, fluently, without interruption, as students follow along in their own text.	<ul style="list-style-type: none">• Allowing students to see the text and illustrations will aid them in their comprehension.• If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by all students.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning target "I can discuss how the main message of <i>Nasreen's Secret School</i> is conveyed through key details." Circle the word <i>discuss</i>. Invite students to share what this word means. Remind students that in reading closely the text <i>Rain School</i>, they talked about their ideas with one another, following class norms for conversation. Review the class norms for conversation with the class, emphasizing speaking in complete sentences, looking one another in the eye, and giving everyone a chance to speak.• Remind students that today, as they work with their groups, you will be listening in to start to assess how well they are collaborating with their peers.	



Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Distribute the Close Read recording form for <i>Nasreen's Secret School</i> to each student. Remind students of the close reading work they did the first time they read <i>Rain School</i> independently.• Ask them: “What did we do as readers?” Elicit student responses.• Point students to the Close Read recording form for of <i>Rain School</i> that they created in Lessons 2 and 3.• They will do several important things:<ul style="list-style-type: none">* Read and think on their own to find the gist of each section by writing their ideas on the text or sticky notes, and underlining unfamiliar words or putting them on sticky notes* Talk with their group about the text* Write notes or answer questions about the text* Review the words gist and <i>unfamiliar</i>.• Once all students are clear on the task, distribute sticky notes, and give them 10 to 15 minutes to work with <i>Nasreen's Secret School</i> on their own.• If necessary, chunk the text for students (see Meeting Students' Needs). Circulate to support students as needed.• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form.• Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far. “What is this story mostly about?” Remind students of the class norms for conversation.• As students discuss their work, circulate with the Conversation Criteria checklist. Use this time to assess one or two small groups for the mid-unit assessment.	<ul style="list-style-type: none">• To make it more accessible to students, consider breaking the text into the following sections:<ol style="list-style-type: none">1. pp 1–9 (ending with: “I knew I had to do something.”)2. pp 10–21 (ending with: “Would we ever know what had happened?”)3. pp 22–33 (end of story)



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Direct their attention to the anchor chart: Close Read recording form for <i>Rain School</i>.• Use this to review the categories students used to collect important details. Remind students that they were looking for character, setting, motivation, problem, and solution. Review this vocabulary to clarify and activate students' knowledge from Lessons 2 and 3.• Ask students to return to their seats to read independently, using the SIWBS graphic organizer to help them focus.• Remind them that it is very important to read the entire text again, not just “hunt and peck” for important details. Details are more or less important based on a reader’s understanding of the main message of a text. And when a reader starts to identify a pattern in the details, then the reader’s understanding of the main message may grow or change.• As students read and collect important details, circulate and support them as needed.• After 10 minutes of independent close reading time, invite students to once again discuss their reading with their groups. Ask students to go through each category of note-taking, giving every student in their group a chance to share their ideas. Tell them that when there is a difference between two students’ ideas, it is important to notice that and discuss why each made the decision he or she made.• As students discuss their work, circulate with the Conversation Criteria checklist. Use this time to assess one or two small groups for the mid-unit assessment.• Before students return to a circle, ask them to return to the idea of the story’s <i>message</i> or <i>lesson</i>. Review what these terms mean in this context.• Remind them to think about the details they just wrote and discussed, and decide if their ideas about the story’s lesson changed at all.• Gather students back in a circle. Invite students to assist in completing the anchor chart: Close Read recording form for <i>Nasreen's Secret School</i>. Consider keeping this chart posted next to the anchor chart: Close Read recording form for <i>Rain School</i>. It is very helpful for students to have a sense of routine as they begin to build their stamina for reading closely.	<ul style="list-style-type: none">• Consider allowing ELL students to pair up with students who speak their native language for the partner/small group discussion portion.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Debrief with three questions:<ul style="list-style-type: none">* “What do you think the lesson of this story is?”* “What details in the story helped you decide the lesson?”* How might you have felt if you were Nasreen?• After students have had the opportunity to discuss these questions about the book, follow-up with a conversation that might sound like: “In some places in the world, there are people who are fighting in a war. This may feel scary and sad to people and that is ok. As a reader, you may sometimes encounter ideas that make you feel different emotions—sometimes you might feel happy and other times, sad or angry. I encourage you to find an adult to talk to when you read a book that makes you feel sad or angry.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read some sections of <i>Nasreen's Secret School</i> out loud to someone at home or in front of a mirror. Tell someone at home what you already have figured out about the story. What is the story mostly about? What details are important, and why? How are the students in that school like you? How are they different?• Share the Letter to Families with an adult family member at home. After your family member has had a chance to read the letter, have a conversation about any feelings you may have had while reading the text <i>Nasreen's Secret School</i>. <p><i>Note: For the next lesson, students will continue to work with their Close Read recording forms and their copy of <i>Nasreen's Secret School</i>. Consider collecting students' work from today, so nothing gets lost, or direct students to save them in a reading folder.</i></p>	<p>For ELLs or struggling readers, consider highlighting their text to help them find some important details that will help them answer the questions.</p>



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Grade 3: Module 1: Unit 1: Lesson 6

Supporting Materials



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Close Read Recording Form

.....
Name:

.....
Date:

Close Read Recording Form for book:

.....

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?

.....

.....

.....

.....



Close Read Recording Form

Gathering Important Details in a Story

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	
<p>After thinking more closely about the characters and their motivations, <i>now</i> what do you think the lesson of this story is? Why do you think this?</p>	

¹Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



Learning Targets:

- [illegible]



Dear Families,

At school, students are learning about the power of literacy and about the effort people go to in order to access books around the world. As a part of this, they will read two books that describe the importance of literacy and books, even during times of war. They learn about heroic people who go to great lengths to get the “power of reading” in Iraq and Afghanistan. Both countries have experienced war in recent years.

In class today, students began to read *Nasreen’s Secret School* and to discuss these issues. We discussed how violence does happen around the world, and how heroic the characters are in this book. We also discussed that readers might have different feelings (like sadness or anger) when reading about difficult issues. We discussed that it is normal to have these kinds of feelings, and it is important to find an adult that you trust that you can talk to about what you are thinking and feeling. Please ask your child about the book they read today and offer your support should your child ask for it.

We welcome your feedback and questions about the important work that we are doing to support your child’s growth as a reader, writer, and citizen.

Please print and sign your name on this letter and return it with your child to school tomorrow so that we know that you received this communication.

Sincerely,

Parent/guardian name & signature



Estimadas familias,

En la escuela, los estudiantes están aprendiendo sobre el poder de la literatura y el esfuerzo de la gente al rededor del mundo para tener acceso a los libros. Como parte de esto, leerán dos libros que describen la importancia de la literatura y de los libros, incluso durante tiempos de guerra. Ellos aprenden acerca de las personas heroicas que hacen todo lo posible para obtener “el poder de la lectura” en Irak y Afganistán. Ambos países tuvieron experiencia de guerra en los últimos años.

En la clase de hoy, los estudiantes empezaron a leer *Nasreen’s Secret School* y hablar de estos temas. Hablamos sobre como la violencia ocurre alrededor del mundo, y como son heroicos los personajes en los libros. También hablamos sobre los lectores que podrían tener diferentes emociones (como la tristeza o amargura) cuando leen sobre temas difíciles. Hablamos sobre que es normal tener emociones como estas, y es importante encontrar un adulto en quien confías y con quien puedes hablar sobre lo que estas pensando y sintiendo. Por favor pregúntele a su hijo acerca del libro que leímos hoy y ofrezca su apoyo en caso de que su hijo lo pida.

Agradecemos sus comentarios y preguntas acerca de la importante obra que estamos haciendo para apoyar el crecimiento de su niño como lector, escritor y ciudadano.

Por favor imprima esta carta y firme su nombre y devuélvala a la escuela con su hijo mañana para que sepamos que ha recibido esta comunicación.

Atentamente,

Nombre y firma del padre / tutor



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 7

Continued Close Reading of *Nasreen's Secret School*: Discussions of Questions and Evidence



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

I can answer questions using specific details from the text. (RL.3.1)
I can ask questions so I'm clear about what is being discussed. (SL.3.1c)
I can ask questions that are on the topic being discussed. (SL.3.1c)
I can connect my questions to what others say. (SL.3.1c)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can answer questions using details from *Nasreen's Secret School*.
- I can explain why I chose specific details I found to answer questions.
- I can determine the meaning of new vocabulary using clues in the text around it.

Ongoing Assessment

- Close Read recording forms (completed)
- *Nasreen's Secret School*: Questions from the text
- Complete Mid-Unit 1 Assessment, using Conversation Criteria checklist



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Answering Text-Dependent Questions (20 minutes)Group Discussion: Carousel of Questions (20 minutes)Closing and Assessment<ol style="list-style-type: none">Revealing and Discussing the Evidence (15 minutes)Homework<ol style="list-style-type: none">Today you spent time choosing and discussing details to use as evidence in answering questions about <i>Nasreen's Secret School</i>. Tonight, use that evidence to actually write the answers to the questions on <i>Nasreen's Secret School: Questions from the Text</i>.	<ul style="list-style-type: none">This lesson follows part 2 of the close reading cycle, which students were introduced to in Lesson 3 (with <i>Rain School</i>). Review that lesson.In advance: Create a chart for each text-dependent question. Post these charts around the room so small groups of students can access them during the Carousel protocol.Review: Carousel protocol (Appendix 1).

Lesson Vocabulary	Materials
evidence, detail, question, clue, flourish, Taliban, frantic, Allah	<ul style="list-style-type: none"><i>Nasreen's Secret School</i> (book; one per student)<i>Nasreen's Secret School: Questions from the Text</i> (one per student)Charts: Questions from the Text (new; teacher-created based on Questions from the Text supporting material)Sticky notes (one pack for each carousel station)Conversation Criteria Checklist (from Lesson 4; for teacher use)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the learning target “I can explain why I chose specific details I found to answer questions.” Circle the word <i>explain</i>. Ask students how they normally explain something. Today they will be using conversation as a way to decide the details that they will be using as evidence to answer questions about <i>Nasreen's Secret School</i>.	
Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Distribute student texts Nasreen's Secret School used in Lesson 6 as well as Nasreen's Secret School: Questions from the Text.• Review with students the process they went through to answer questions about <i>Rain School</i> (in Lesson 4):<ul style="list-style-type: none">* They read the text several times to figure out the main message and important details (done in Lessons 3 and 6).* Then they read the questions.* They reread the text, keeping those questions in mind.* When they encountered details that could be used as evidence to answer a question, they jotted down the evidence from the text.• Review the word <i>evidence</i> with the class. <i>Evidence</i> is something we use to prove an idea we have. Remind students that they are learning to be reading detectives, and that detectives look for clues, or evidence, to help them figure things out.• Tell them that they are going to do the exact same process for <i>Nasreen's Secret School</i>. However, right now they are not going to write out full answers for the questions. They get to talk with their peers before they will write answers.• Instead, they should just read with the questions in mind, looking for important details that can be used as evidence in their answers.• When they write down the evidence on a sticky note, they should write the corresponding question number on the sticky note. This will make the next part of the activity move more efficiently.• Model briefly as needed. When it is clear students understand the instructions, release them to independent work.• Give students the next 15 minutes to work on finding important details for the questions. Encourage them to be “detectives.” Circulate and support students as needed.	<ul style="list-style-type: none">• It might be helpful for some students to use a different color to underline evidence for each question. For these students, consider providing colored pencils and coding each question with the matching color.



Work Time (continued)	Meeting Students' Needs
<p>B. Group Discussion: Carousel of Questions (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Direct their attention to the charts hanging around the room. Tell them that at the top of each chart there is a question about <i>Nasreen's Secret School</i>. These questions match the questions they were just thinking about as they read and underlined independently.• Assign students to groups of three or four. Explain their task. They are to visit each station as a group. They should bring their notes and their texts with them.• When they arrive at a station, they should read the question aloud. Then, each student should share the evidence she or he found that matches that question. This should be easy to find because they wrote the question number on their sticky notes.• If there are variations of evidence among students, the group should discuss and agree upon the best evidence for the question. They should write that evidence on a sticky note and stick it to the chart below the question.• Remind students to discuss important words that helped them answer the questions.• If there is time remaining at that station, they can actually fill in the answer to the question on the <i>Nasreen's Secret School</i>: Questions from the Text recording form.• Tell students that when they leave each station, they should cover up their evidence with another sticky note, so the next group that comes won't see their evidence.• Give groups 5 minutes at the first station, then 4 minutes at each remaining station. Use this time to circulate with the Conversation Criteria Checklist and assess groups of students who have not yet been assessed for the mid-unit assessment.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revealing and Discussing the Evidence (15 minutes)</p> <ul style="list-style-type: none">• After students have completed the Carousel of Questions, gather them back in a circle, with the charted questions in front of them. Take 1–2 minutes per question, revealing the evidence that each group chose. Notice where there are similarities and where there are differences. If there are differences, have a quick whole group discussion, and then a vote, on which one makes better evidence.• Invite students to share any final reflection they have on this text given the sensitive topic.• Explain the homework to students. Remind them that since they have read the text so carefully, and talked about it so much with their peers, answering the questions will be easier.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Today you spent time choosing and discussing details to use as evidence in answering questions about <i>Nasreen's Secret School</i>. Tonight, use that evidence to actually write the answers to the questions on <i>Nasreen's Secret School: Questions from the Text</i>. Remember, the first part of your answer uses words from the question. The second part of your answer should use evidence from the text.	



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Grade 3: Module 1: Unit 1: Lesson 7

Supporting Materials



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Nasreen's Secret School:
Questions from the Text

.....
Name:

.....
Date:

1. According to the story, how did the city of Herat change for the worse? Why did it change?

.....

.....

.....

.....

2. According to the story, why did Nasreen stop speaking and smiling?

.....

.....

.....

.....

3. According to the story, in what way did the boys of the village help the girls of Nasreen's school?

.....

.....

.....

.....



Nasreen's Secret School:
Questions from the Text

4. What event or events in the story made Nasreen change back to being a happy child?

5. What does the author mean when she writes, “Now she can see blue sky beyond those dark clouds”?



EXPEDITIONARY
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Grade 3: Module 1: Unit 1: Lesson 8

Paragraph Writing Instruction



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

I can write an informative/explanatory text that has a clear topic. (W.3.2)
I can develop the topic with facts, definitions, and details. (W.3.2)
I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can write a paragraph about what Nasreen wants and why.
- I can support my topic with details from *Nasreen's Secret School*.
- I can write a sentence to close my paragraph.

Ongoing Assessment

- Students' on-demand paragraphs



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer: Making Connections between Nasreen and the Children in <i>Rain School</i> (5 minutes)Work Time<ol style="list-style-type: none">Characteristics of a Paragraph: Studying a Strong Model (15 minutes)Modeling: Studying the Graphic OrganizerPartner Planning: Using the Graphic Organizer (15 minutes)Independent Writing: Drafting a Paragraph (10 minutes)Closing and Assessment<ol style="list-style-type: none">Student Shares (15 minutes)Debrief: Learning Target Check (5 minutes)Homework<ol style="list-style-type: none">Read your paragraph out loud to someone at home or to yourself into a mirror.	<ul style="list-style-type: none">This lesson is the first formal writing instruction in Module 1. Emphasize to students that writing is more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students have been building that knowledge during their reading, and may end up re-reading or building more knowledge as they write.¹In advance: Review students' pre-assessment paragraphs from Lesson 5 to get a sense of students' skills in writing paragraphs. This will inform instruction in this lesson.Create a chart of the Model Paragraph: Children of Chad.Create a chart of filled in Paragraph Writing Graphic Organizer: Children of Chad.

¹This coaching point is based on Writing for Understanding: Using Backward Design to Help all Students Write Effectively (Vermont Writing Collaborative, 2008). This book is an excellent resource that can help teachers better understand how to address the Common Core “shift” regarding “writing from sources.”



Lesson Vocabulary	Materials
topic, detail, explain, conclusion	<ul style="list-style-type: none">• <i>Rain School</i> (book; one per student)• <i>Nasreen's Secret School</i> (book; one per student)• Model Paragraph: Children of Chad chart (new; teacher-created; see example in Supporting Materials)• Paragraph Writing Graphic Organizer (filled in): Children of Chad chart (new; teacher created)• Chart paper for Paragraph Writing anchor chart• Paragraph Writing graphic organizer (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Making Connections between Nasreen and the Children in <i>Rain School</i> (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Hold up Rain School and Nasreen's Secret School. Think aloud the powerful message of these books. This may sound something like: "You know, after we finished <i>Nasreen's Secret School</i> and <i>Rain School</i>, I was absolutely amazed. Some stories like these are about real children around the world."• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* "What connections did you see between these two books? What was the same?"• Tell students that one way people respond to powerful stories is to write about them, and share the story with other people in their community and in the world. Read aloud the learning targets. As a whole group, unpack the targets with the question "Based on these learning targets, what do you think we will be doing today?" Have all students think and then ask a few to share out.	



Work Time	Meeting Students' Needs
<p>A. Characteristics of a Paragraph: Studying a Strong Model (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they will be looking at a model, or example, of the type of paragraph they will write. (Either show students a paragraph you actually wrote, or use the model provided at the end of this lesson.)• “I wrote something about the children of Chad and the lengths they went for the power of education and reading. My goal is to share their story with others. So here is something I wrote.”• Display the Model Paragraph: Children of Chad chart.• Have students read it (or read it to them). Think-Pair-Share the question “What is this paragraph about? How do you know?” Guide students toward the idea that the topic of the paragraph is revealed in the first sentence. Underline the first sentence of the paragraph and write “Topic Sentence” in the margin next to it.• Next, lead students into a conversation in which they realize that the paragraph needs more details. This may sound like, “Okay, why not stop there? I’ve said it. The children of Chad go to great lengths for the power of education and reading. I’ve told the reader.” Invite students to share ideas about why more writing is necessary. Look for comments like, “You need to tell how they did something great,” or “The reader is going to be curious about what you mean now.”• Tell students that writers give some details about their topic. Discuss the word “Detail.” Move on to the first detail sentence. Read aloud: “For example, to get the power of education, the students build their own school.” Underline this sentence in a new color, and write “Detail” in the margin.• Repeat the same process again. “Can I stop? I’ve given my detail about the children of Chad.” Ask students to Think-Pair-Share: “What might the reader ask if I stopped right here?” Look for comments like: “What do you mean they build their own school?” or, “What did they use?”• Tell students that writers think about their reader, and explain some more about their details that they read about in <i>Rain School</i>. Discuss the word “explain.” Read aloud: “The students use mud to build walls and desks. They use grass and saplings to make a roof.” Underline this sentence in a new color, and write “Explain” in the margin.	<ul style="list-style-type: none">• Some students may benefit by having their own copy of the Model Paragraph: Children of Chad to underline and write on during the lesson. This makes it interactive and also provides them with a model they can keep and use while writing.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Repeat this process for the second detail and explanation if necessary. If students seem confident in their understanding, simply tell them you repeated this process again with a second detail about the topic.• Read aloud the last sentence: “These are some of the ways that the children of Chad go to great lengths to get the power of education and reading.” Ask: “What about this last sentence? Why is it here? What job does it have?” Have students Think-Pair-Share. Listen in on student conversations for helpful comments to share with the class, such as: “It shows us that it is over,” or “It says the same thing as the first sentence.” Discuss the word “conclusion.” Tell students that the job of the conclusion is to wrap it up, repeat the topic, and signal the end so the reader is not looking for more.	
<p>B. Modeling: Studying the Graphic Organizer (5 minutes)</p> <ul style="list-style-type: none">• Tell students that great writers usually do not just start writing. Writers make sure they have good information about their topic. Point out to students that they have already done that by reading carefully and taking notes about the books they have read. Those notes are their raw material to be used for their writing, or else they can go back to the books.• Then writers usually choose a focus. Point out that your focus in the model paragraph is one of the efforts children in Chad went to in order to get an education.• Usually then writers make a plan and organize their information and thoughts before they actually start writing. “When I started my paragraph about the children of Chad, I had a lot of thoughts, and didn’t know which details to use. So I made a plan for my paragraph first.” Display the Paragraph Writing Graphic Organizer (filled in): Children of Chad chart directly next to the Model Paragraph: Children of Chad. Help students to see the corresponding ideas and sentences between these two documents.	
<p>C. Partner Planning: Using the Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they now get to try planning and writing a paragraph about Nasreen. Consider framing this writing like: “Nasreen’s story is so important and so extraordinary, I think we should work as writers to share it with our community. So let’s write our own paragraphs and put them right outside our classroom so people can hear about girls like Nasreen.”• Consider brainstorming the topic of their paragraph as a group, as this may prove to be the most challenging part for students. List ideas for possible topics on the board for all students to see.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will work with a partner to plan their paragraph. Each student should complete his or her own Paragraph Writing graphic organizer. And eventually each of them will write their own paragraph. But they can talk together to help each other think about what details to include and how to explain those details.• Emphasize that they will have many chances to practice this skill throughout the year, and that today is just a chance to “have a go” with the help of a partner.• Distribute a Paragraph Writing graphic organizer to each student. Ask them to fill it out using Nasreen’s Secret School as their source of information. Tell them that once their organizer is done, they should raise their hand and have it checked by a teacher.	
<p>D. Independent Writing: Drafting a Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Students then can move on to trying to write their individual paragraph. They may talk with their partner for support, but each student should do his or her own writing.• Remind students that they will have lots of practice writing paragraphs this year. Today, they are doing writing that is called “on demand”: the best writing you can do in a limited time.• Circulate and support students as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Student Shares (5 minutes)</p> <ul style="list-style-type: none">As students are writing, try to note a few key revision points that are common to many students. (This information could also come from their pre-assessment of paragraph writing.) Gather students back in a circle. Invite a couple of students to share their writing with the class. (If possible, project their writing using a document camera as they read.) Point out key writing moves that are strong in the piece. Then use this opportunity to give descriptive feedback to that student (but that is helpful to many students). Repeat this once or twice, depending on time.	<ul style="list-style-type: none">Consider choosing which students will share their work as they are working. This could be based on model work or paragraphs that lend themselves to good revision feedback.
<p>B. Debrief: Learning Target Check (5 minutes)</p> <ul style="list-style-type: none">Post all three learning targets again. Go through them one by one, asking students to engage in a quick “target check.” Tell them that after you read the target, they should give it thumbs-up if they feel they really got it. Tell them to give a thumb to the side if they think they need to practice it a few more times. Tell them to give it a thumbs-down if they feel really confused by this. Ask students for new things they learned about paragraph writing. Add to the Paragraph Writing anchor chart.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read your paragraph out loud to someone at home or to yourself into a mirror. Ask that person to tell you one specific thing he or she liked about your paragraph, and one thing you could do to make your writing better. Use this feedback, or your own careful rereading to make a second draft of your paragraph to bring back to school tomorrow.	



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Grade 3: Module 1: Unit 1: Lesson 8

Supporting Materials



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Children of Chad Chart

The children of Chad go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Chad work very hard studying during the school year. Every day they learn something new. In one part, the teacher writes an “A” on the black board, and the students write it over and over in the air. Finally, the story says that at the end of the year their notebooks are all crumpled from using them, and their minds are fat with knowledge. These are a couple of ways the children of Chad go to great lengths to seek the power of education and reading.



Paragraph Writing Graphic Organizer

Name:

Date:

Topic:

Detail:

Explain:

Detail:

Explain:



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 9

Close Reading of *That Book Woman*: How Did People Access Books in Rural Areas of the United States?



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *That Book Woman* by reading excerpts from the text closely.
- I can sort key details from *That Book Woman* into categories.
- I can describe what the main character wanted and what he did.
- I can discuss how the main message of *That Book Woman* is conveyed through key details.

Ongoing Assessment

- Close Read recording form (parts 1 and 2)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of <i>That Book Woman</i> (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Find Kentucky on a map of the United States. Talk to someone at home about how people got books in rural Kentucky a long time ago. How is it different from how you get books now where you live?	<ul style="list-style-type: none">In advance: Because <i>That Book Woman</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.Review: Helping Students Read Closely (Appendix 1).Prepare an anchor chart: Close Reading recording form for <i>That Book Woman</i>.



Lesson Vocabulary	Materials
dialect, Appalachia, rural, gist, excerpt	<ul style="list-style-type: none">• <i>That Book Woman</i> by Heather Henson (book; one for teacher)• Document camera and projector• Close Read recording form anchor chart for <i>Rain School</i> anchor chart and Close Read recording form anchor chart for <i>Nasreen's Secret School</i> (from Lessons 2 and 6, respectively)• Excerpts from <i>That Book Woman</i>• Close Read recording form (one per student)• Conversation Criteria Checklist (for teacher use; from Lesson 4)• Chart paper for the anchor chart: Close Read recording form for <i>That Book Woman</i>

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>That Book Woman</i> (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today they are going to be hearing and reading a new story called <i>That Book Woman</i> by Heather Henson; tell students that the language in this book is going to sound different from the language in the books they have heard so far because the author wrote it in the <i>dialect</i> some people speak in the Appalachian region of Kentucky. Do not explain the story. Simply define dialect as “the language of a certain group.” Students can revisit this idea, and connect it to their own lives, after reading the text.• As with other read-alouds in this unit, ask students to follow along in their text. (This promotes fluency.) Tell them that they should read along as the story is being read to them.• Project the book <i>That Book Woman</i> and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: “Just like the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow.” <p><i>Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.</i></p>	<ul style="list-style-type: none">• When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Tell students that this is the third time they have worked with close reading and these learning targets. Read each target individually, reminding students of what they are doing for each target. After reading each target and explaining it, gauge confidence with the learning targets using a thumbs-up, thumbs-sideways, or thumbs-down.	
Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Students will need access to the excerpts from <i>That Book Woman</i> and the Close Read recording form.• Remind students of the close reading work they have done so far. For each text, they did two important things during their first independent read: They tried to find the gist for each section and wrote their idea on a sticky note as well as underlined or wrote down unfamiliar words on sticky notes.• Explain to students that this story will be a little more difficult due to the <i>dialect</i> in which it is written. Consider saying something such as: “All readers come across texts written in language that is unfamiliar and difficult. This happens if I read text written a long time ago, or a text written in a style of speaking I do not know very well. When this happens, capturing the gist of the text is especially important. If you get confused, look for all the words you do know and try to figure out who is the main character in story and what is happening. Try not to get stuck on every word you do not recognize. Write it down and move on.”• Remind students to read just one section at a time, capturing the gist of each section before moving on.• Tell students that their text will look a little different from the book. This is because they will be reading <i>excerpts</i> of the story. Define the word <i>excerpts</i> as parts of the text.• Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</p> <ul style="list-style-type: none"> Gather students back in a circle. Direct their attention to the Close Read recording form anchor chart for Rain School anchor chart and Close Read recording form anchor chart for Nasreen's Secret School. Use these to review the categories students used to collect important details. Remind students that they were looking for characters, setting, motivation, problem, and solution. Discuss these to clarify and activate prior knowledge. After 10 minutes of independent close reading time, invite students to once again discuss their reading work in their groups. Ask students to go through each category of note-taking, giving every student in their group a chance to share their ideas. Tell them that when there is a difference between two students' ideas, it is important to notice that and discuss why each made the decision they made. As students work, continue gathering data about students' discussion skills on the Conversation Criteria Checklist. Point out to students that our understanding of a story gets deeper or changes when we reread, paying attention to details that relate to the main message or lesson. Direct students to fill in the last section of their Close Read recording form. "NOW what do you think the lesson of this story is? Why do you think this?" Gather students back in a circle. Invite students to assist in completing the anchor chart: Close Read recording form for That Book Woman. 	<ul style="list-style-type: none"> The language of <i>That Book Woman</i> may prove especially challenging to ELL students. Consider providing the illustrations to aid their comprehension. As an extension activity, consider having students in a group complete the second part of the close read from a secondary character's point of view. For example, what is the mother's motivation in the story? What is her problem? What is the solution through her eyes?
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Debrief with the questions: "How did the language of this story change the experience for you?" and "How did reading the text closely multiple times help you?" 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Find Kentucky on a map of the United States. Talk to someone at home about how people got books in rural Kentucky a long time ago. How is it different from how you get books now where you live? 	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 9

Supporting Materials



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Excerpts from *That Book Woman*

Written by Heather Henson & Illustrated by David Small

Because *That Book Woman* is a very challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page shows on which page(s) each excerpt can be found, as well as the starting and ending phrase of the relevant excerpt.

Pages 1–4

Beginning: “My folks and me—”

Ending: “... when they take a-wander.”

Page 7

Beginning: “And I do not fancy it one bit.”

Ending: “But me, I am not scholar boy.”

Page 12

Beginning: “Now what that lady brings ...”

Ending: “... and all for naught, I reckon.”

Page 15

Beginning: “To my surprise...”

Ending: “... she’ll come again to swap these books for more!”

Page 16

Beginning: “Now me ...”

Ending: “That horse of hers sure must be brave, I reckon.”

Pages 21–22

Beginning: “I stand a spell to watch ...”

Ending: “... and quiet-like we start to read.”

Pages 27–28

Beginning: “I open up the book ...”

Ending: “... it makes me smile right back.”



Close Read Recording Form

.....
Name:

.....
Date:

Close Read Recording Form for book:

.....
Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of this story is?

.....

.....

.....

.....



Close Read Recording Form

Gathering Important Details in a Story

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	
<p>After thinking more closely about the characters and their motivations, <i>now</i> what do you think the lesson of this story is? Why do you think this?</p>	

¹Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 10

Continued Close Reading of *That Book Woman*: Text-Dependent Questions and Vocabulary



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can answer questions using specific details from the text. (RL.3.1)</p> <p>I can explain what I understand about the topic being discussed. (SL.3.1)</p> <p>I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can answer questions using specific details from the <i>That Book Woman</i>. I can explain why I chose specific details to answer questions about the text. I can determine the meaning of new vocabulary using clues in the text around a word. 	<ul style="list-style-type: none"> Close Read recording forms (completed) for <i>That Book Woman</i>: Questions from the Text Vocabulary cards

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Work Time <ol style="list-style-type: none"> Answering Text-Dependent Questions (25 minutes) Vocabulary (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework <ol style="list-style-type: none"> Complete any unanswered questions on <i>That Book Woman</i>: Questions from the Text. 	<ul style="list-style-type: none"> Students will need materials from Lesson 9: excerpts from <i>That Book Woman</i> student copy and their Close Read recording forms. Review: Think-Pair-Share, Helping Students Read Closely, and Quiz-Quiz-Trade Vocabulary strategy (Appendix 1).



Lesson Vocabulary	Materials
<p>plowing, dusky, scholar, britches, passel, yearn</p> <p>(See also the Teacher Resource in supporting materials at end of this lesson for a list of possible words students can figure out from text; do not give students these words or the list, but use this to guide instruction.)</p>	<ul style="list-style-type: none">• Close Read recording form anchor chart for <i>That Book Woman</i> (from Lesson 9)• Illustrations from <i>That Book Woman</i> (pre-selected by teacher)• Excerpts from <i>That Book Woman</i> (from Lesson 9)• <i>That Book Woman</i>: Questions from the Text (one per student)• 8.5" x 11" sheet of white paper• 3" x 5" index cards (one for each student)• <i>That Book Woman</i> Vocabulary: Using Context Clues (for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather the students in a circle. Show students several illustrations from <i>That Book Woman</i> by Heather Henson. For each illustration, ask students to Think-Pair-Share the important details happening in that scene: “Who do you see? What do you see? What’s an important detail you remember from this part of the story?” Study illustrations for 3 minutes to activate students’ prior knowledge.• Unpack the first learning target: “I can answer questions using specific details from the <i>That Book Woman</i>.” Ask students to turn and talk with a partner, restating this target in their own words.• Direct students to the Close Read recording form anchor chart for <i>That Book Woman</i> they created during Lesson 9. Remind students that today they will continue rereading, talking, and writing about this challenging text to understand it even better.	



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (25 minutes)</p> <ul style="list-style-type: none"> Remind students that they have already heard or read <i>That Book Woman</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and then on their own and with groups to find and record important details and think about the story's message or lesson. Ask students to locate the excerpts from <i>That Book Woman</i> that they used in Lesson 9 as well as That Book Woman: Questions from the Text. Review with students the process they went through to answer questions about <i>Rain School</i> and <i>Nasreen's Secret School</i>. First, they read the questions. Then, they read the entire text, keeping those questions in mind. When they encountered details that could be used as evidence to answer a question, they underlined that section of the text. Review the word <i>evidence</i> with the class as something we use to prove an idea we have. Review how to write answers to questions using a full sentence. The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text. Model this as necessary. Place students in groups, though they should work on the questions from the text independently. Circulate and support students in finding evidence and writing in complete sentences. After 15 minutes of independent work time, ask students to discuss with their group the evidence they found for each question as well as the sentences they wrote as answers. 	<ul style="list-style-type: none"> The difficulty of the vocabulary in <i>That Book Woman</i> may require greater teacher involvement in the Vocabulary card and Quiz-Quiz-Trade activities.
<p>B. Vocabulary (25 minutes)</p> <ul style="list-style-type: none"> Students will now work with the words they circled during their rereading of <i>That Book Woman</i>. Gather students in a circle and review the strategy they learned for finding the meaning of unfamiliar words while reading <i>Rain School</i>. Read the learning target: "I can determine the meaning of new vocabulary using clues in the text around a word." Ask students to Think-Pair-Share what this learning target is and what they did with words in <i>Rain School</i>. Share as a whole group. Tell students that <i>That Book Woman</i> is a really hard book, especially because of the dialect. There might have been lots of words in this story that were difficult for them to understand. Explain the strategy of looking at clues in the text around the unfamiliar word, and then replacing the word with other words that might mean the same thing. 	<ul style="list-style-type: none"> The focus of this work is for students to use context clues in determining the meaning of unknown words. In the supporting materials of this lesson, a list of words (and their context) lends itself to this vocabulary strategy.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> On one side of an 8.5" x 11" sheet of white paper, write the sentence, "...seeing as how my sister Lark would keep her nose a-twixt the pages of a book day break to dusky dark." Circle the word <i>a-twixt</i>. Think aloud the process of using clues in the sentence: her nose is in a book, she's reading, where is your nose when you're reading? Model the process of substituting other words for the unfamiliar word until one makes sense, for example "in" and "between." Distribute a 3" x 5" index card to each student. Tell them that they will now choose a word from their excerpts from <i>That Book Woman</i> to repeat this same process. Give students 15 minutes of independent work time to do this with three words. Remind them that on one side they are to write the whole sentence that the word is in, circling the unfamiliar word. On the other side, they are to write two possible words that the word they chose might be similar to. Gather students back in the circle. Tell them they are going to play a quick game of Quiz-Quiz-Trade. Review the process of this game by modeling with one student. Remind students that they begin by showing their partner the sentence or phrase with the unfamiliar word circled. The second person then tries to guess the words on the back of the card. Because students have multiple cards this time, they should alternate turns. Allow students to play Quiz-Quiz-Trade for 10 minutes using all three of their cards. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Gather students back in a circle. Debrief with the question: "What is the most important detail, setting, character, or event from the story <i>That Book Woman</i>?" Share as a whole group. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Complete any unanswered questions on <i>That Book Woman</i>: Questions from the Text. 	



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Grade 3: Module 1: Unit 1: Lesson 10

Supporting Materials



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That Book Woman:
Questions from the Text

.....
Name:
.....

Date:
.....

1. Why don't Cal and his family see many people where they live? Use details from the text to support your answer.

2. According to the text, in what ways does Cal help his father?

3. Why does Cal think the Horse Woman's horse is brave? Use details from the text to support your answer.



That Book Woman:
Questions from the Text

4. How does Lark react when Cal wants to learn to read? Use details from the text to support your answer.

5. What is Cal's gift to the Book Woman? Use details from text to support your answer.



That Book Woman Vocabulary:
Using Context Clues (Teacher Resource only)

1. sight: "So high we hardly sight a soul—'cept hawks a-winging in the sky."
2. fetch: "I can fetch the sheep when they take a-wander."
3. dusky: "...a-twixt the pages of a book daybreak to dusky dark."
4. fancy: "I do not fancy it one bit when plays Teacher...."
5. scholar: "So now she aims to school us herself. But me, I am no scholar-boy."
6. britches: "...the rider is no man at all, but a lady wearing britches."
7. passel: "A passel of books she's packed clear up the mountainside."
8. wares: "For if she aims to sell her wares just like the tinker-man ..."
9. greenbacks: "...we have no greenbacks here, no shiny coin to spend."
10. swap: "two weeks to the day she'll come again to swap these books for more!"
11. spell: "I stand a spell to watch that Book Woman disappear."
12. yearn: "And all at once I yearn to know what makes that Book Woman risk catching cold."
13. nigh: "It's nigh on spring before that Book Woman can stop to visit a spell."



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 11

End of Unit 1 Assessment: Close Reading and Powerful Note-taking on My Own



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can document what I learn about a topic by taking notes. (W.3.8)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can sort key details from *The Librarian of Basra* into categories.
- I can answer questions using details from *The Librarian of Basra*.
- I can describe what the librarian of Basra wanted and what she did.
- I can determine the meaning of a word by using clues in the text around it.

Ongoing Assessment

- End of Unit 1 Assessment: Reading Closely



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Unpacking the Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Reading for Flow (10 minutes)Rereading: Capturing the Gist and Identifying Unknown Vocabulary (15 minutes)Reading Again for Important Details: Taking Notes in the Somebody In Wanted But So (SIWBS) Categories (15 minutes)Answering Text-Dependent Questions (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Share with someone at home about our guiding question for this module: based on the books we have read in this first unit, what do you think now: “What is the power of reading and education?”Explain the process of reading closely to someone at home. How do you do it? Why do you do it? What are you learning about being a proficient and independent reader?	<ul style="list-style-type: none">For this assessment, students will need access to <i>The Librarian of Basra</i>. Score the assessment based on the NYS two-point rubric available on EngageNY.org.Note that this text, like <i>Nasreen’s Secret School</i> by Jeanette Winter, also deals with issues around war. See Lesson 6 Teaching Note for further information about the selection of these texts. See more specific lesson framing and the debrief note in lesson below.Since this is a reading assessment, the teacher will not read the text aloud. This is why students read the text four times, rather than three as they have been practicing: Their first read in effect replaces the teacher read-aloud.Note that this text, like <i>Nasreen’s Secret School</i> by Jeanette Winter, also deals with issues around war. See Lesson 6 Teaching Note for further information about the selection of these texts. See more specific lesson framing and the debrief note in lesson below.



Lesson Vocabulary	Materials
<p>Note: Today's lesson is an assessment. Therefore, limit previewing vocabulary, as students are being assessed on recognizing and recording unfamiliar words. Consider introducing students to a couple of vocabulary words here that may interfere with their reading rate and comprehension, specifically names of people and places.</p> <ul style="list-style-type: none">– Basra– Alia– Anis	<ul style="list-style-type: none">• End of Unit 1 Assessment: Reading Closely (one per student)• Close Readers Do These Things anchor chart (begun in Lesson 2)• <i>The Librarian of Basra</i> by Jeanette Winter (book; one per student)• For an alternate text to <i>The Librarian at Basra</i>, consider using the following: Leavitt, Lorelee. "One boy's book drive." <i>Boy's Quest</i> Oct.-Nov. 2011: If you use this alternate text, you then will need to craft your own text-dependent questions for the assessment, using the text-dependent questions about <i>The Librarian of Basra</i> as a model.

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today is a very exciting day. They will have the opportunity to show how skilled they have become at reading texts closely. Explain that they will be reading a brand-new story, going through each step of reading closely that they practiced with <i>Rain School</i>, <i>Nasreen's Secret School</i>, and <i>That Book Woman</i>.• Tell them that they will each have the story in front of them. As a class, they will stop at a few points along the way so everyone has clear directions.• Direct students' attention to the Close Readers Do These Things anchor chart. Address any clarifying questions students may have about the task. Ask students to return to their independent work area.	<ul style="list-style-type: none">• An alternative way of structuring this lesson would be to begin by charting the steps of the Close Reading protocol as a class, and then allow students to move through the stages at their own pace.



Work Time	Meeting Students' Needs
<p>A. Reading for Flow (10 minutes)</p> <ul style="list-style-type: none">Once students are back at their independent work area, distribute <i>The Librarian of Basra</i> to each student. Do not do much preteaching of this text, since it is being used for an assessment. Briefly explain that this book is also written by Jeanette Winter, who wrote <i>Nasreen's Secret School</i> (which students read in Lessons 6-7). Therefore, they may encounter some similar ideas when they read this text. Keep this framing basic so as to not give away the main idea before students have the chance to read the text. Do not do much preteaching of this text, since it is being used for an assessment. Briefly explain that this book is also written by Jeanette Winter, who wrote <i>Nasreen's Secret School</i> (which students read in Lessons 6-7). Therefore, they may encounter some similar ideas when they read this text. Keep this framing basic so as to not give away the main idea before students have the chance to read the text. Remind them that the first time they read, it is simply to feel the flow of the story and enjoy it, just the same as when the teacher read the other stories aloud to them. Give students 10 minutes to read the story.	
<p>B. Rereading: Capturing the Gist and Identifying Unknown Vocabulary (15 minutes)</p> <ul style="list-style-type: none">After 10 minutes, distribute End of Unit 1 Assessment: Reading Closely to each student.Tell students that, instead of using sticky notes, today they will record their thinking here, so it is all in one place. Remind students that their second reading of a story is all about getting the gist of each section and finding unfamiliar vocabulary. If necessary, review the format of the recording section for the second read.Give students 15 minutes to read again for gist and vocabulary.	<ul style="list-style-type: none">The assessment provides “stopping points” for students in order to break the text into sections. Consider stopping the entire class at these points.Alternatively, create a small group of students who may find difficulty with this and support them in finding the stopping points.



Work Time (continued)	Meeting Students' Needs
<p>C. Reading Again for Important Details: Taking Notes in the Somebody In Wanted But So (SIWBS) Categories (15 minutes)</p> <ul style="list-style-type: none">Once students complete the story a second time, tell them they will now be reading to find important details and taking notes. Give students 15 minutes to read again for important details.	<ul style="list-style-type: none">If some students can do this work independently, consider providing them a work space where they can work at their own pace. If they finish early, encourage them to read their independent reading book.
<p>D. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">Encourage students and congratulate them on their stamina.Ask them to read the text a final time to answer questions. Remind them to read the questions before they read the story the final time. Give students 10 minutes to read again and answer questions from the text.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Debrief as a whole class with the question:<ul style="list-style-type: none">* "What did the librarian of Basra do that was so extraordinary or important?"Encourage students to use details from the text.Invite students to share any final reflection they have on this text, given the sensitive topic.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Share with someone at home about our guiding question for this module: based on the books we have read in this first unit, what do you think now: "What is the power of reading and education?"Explain the process of reading closely to someone at home. How do you do it? Why do you do it? What are you learning about being a proficient and independent reader?	



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

Supporting Materials



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End of Unit 1 Assessment:
Reading Closely

.....
Name:
.....

.....
Date:
.....

Read the story first for enjoyment and the flow.

Reread: Getting the gist and Finding Unfamiliar Vocabulary

Section Endings Stop at:	What is the gist of this section?	What are some unfamiliar words, or words others may not know?
He refuses.		
They do not know that the whole of the library is in my restaurant, thinks Anis.		
[the last words of the story]		



End of Unit 1 Assessment:
Reading Closely

Reread: Gathering Important Details in a Story

Somebody ... (<i>character</i>)	
in ... (<i>setting</i>)	
wanted ... (<i>motivation</i>)	
but ... (<i>problem</i>)	
so ... (<i>resolution</i>)	
<p>After thinking more closely about the characters and their motivations, <i>now</i> what do you think the lesson of this story is? Why do you think this?</p>	

¹Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



End of Unit 1 Assessment:
Reading Closely

Reread: *The Librarian of Basra*: Questions from the Text

1. According to the text, what kinds of books are in the Library of Basra?

2. How does Alia feel about the books? Use details from the text to support your answer.

3. How do people help Alia to save the books? Use details from the text to support your answer.



End of Unit 1 Assessment:
Reading Closely

Reread: *The Librarian of Basra*: Questions from the Text

4. How does Anis avoid getting into trouble with the soldier? Use details from the text to support your answer

5. The text states: “Alia worries that the fires of war will destroy the books, which are more precious to her than mountains of gold.” What does the word *precious* in this sentence mean?

- a. cute
- b. valuable
- c. delicate

Why did you choose this? Use details or clues from the text to support your answer choice:



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2

Overview



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In this second unit, students will explore their own “powers of reading” that help them access text. In the first half of the unit, students will explore fictional accounts of people who worked hard to build their reading powers. Students will then refer to the characters in these books as role models of sorts, as they begin to assess their own reading abilities. They will use information about their individual strengths

and needs as readers to set goals for the development of their reading powers, and will write a text-based informational paragraph about their goals. In the second half of the unit, students will focus on one specific “reading power”: fluency. They will learn about the importance of fluency, set fluency goals, practice fluency, and demonstrate their fluent reading in the end of unit assessment.

Guiding Questions And Big Ideas

- **How do people around the world access reading and books?**
- **How does reading give us power?**
- *Powerful readers have and continue to develop a variety of skills.*
- *Readers can learn about different cultures (people and places) through a variety of texts.*

Mid-Unit 2 Assessment

Letter about My Reading Goals

This assessment centers on NYSP12 CCLS W.3.2 and L.3.6. After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.

End of Unit 2 Assessment

Listen Up! Recording Our Reading

This assessment centers on NYSP12 ELA CCLS SL3.5. Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- World Geography
- Maps/globes
- All people in world communities need to learn, and they gain knowledge in similar and different ways.
- Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.

Central Texts

1. Patricia Polacco, *Thank You, Mr. Falker* (New York: Philomel, 2001); ISBN: 978-0399237324. (just one text for the teacher)
2. Roni Schotter, *The Boy Who Loved Words*, illustrated by Giselle Potter (New York: Schwartz & Wade, 2006); ISBN: 978-0375836015. (just one text for the teacher)
3. Oliver Jeffers, *The Incredible Book-Eating Boy* (New York: Philomel, 2007); ISBN: 978-0399247491. (just one text for the teacher)



This unit is approximately 2 weeks or 10 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Close Reading of <i>Thank You, Mr. Falker</i> : Identifying the Superpowers of Reading	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>Thank You, Mr. Falker</i> by reading excerpts from the text closely. I can sort key details from <i>Thank You, Mr. Falker</i> into categories. I can describe what the main character wanted and what she did. I can discuss how the main message of <i>Thank You, Mr. Falker</i> is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form (Parts 1 and 2)
Lesson 2	Continued Close Reading of <i>Thank You, Mr. Falker</i> : Text-Dependent Questions and Vocabulary	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can explain what I understand about the topic being discussed. (SL.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> I can answer questions using specific details from <i>Thank You, Mr. Falker</i>. I can explain why I chose specific details to answer questions about the text. I can determine the meaning of new vocabulary using clues in the text around a word. 	<ul style="list-style-type: none"> Close Read recording forms (completed) for <i>Thank You, Mr. Falker</i> <i>The Boy Who Loved Words</i>: Questions from the Text Vocabulary cards



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Close Reading of <i>The Boy Who Loved Words</i> : How Do People Build Their Word Power?	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in the story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>The Boy Who Loved Words</i> by reading excerpts from the text closely. I can describe what the main character wanted and what he did. I can sort key details from <i>The Boy Who Loved Words</i> into categories. I can discuss how the main message of <i>The Boy Who Loved Words</i> is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form (Parts 1 and 2)
Lesson 4	Vocabulary: Finding the Meaning of Words in Context in <i>The Boy Who Loved Words</i>	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can explain what I understand about the topic being discussed. (SL.3.1) I can use what the sentence says to help me determine what a word or phrase means. (L.3.4) 	<ul style="list-style-type: none"> I can answer questions using details from <i>The Boy Who Loved Words</i>. I can explain why I chose specific details to answer questions about the text. I can determine the meaning of a word using clues in the text around it. 	<ul style="list-style-type: none"> <i>The Boy Who Loved Words</i>: Questions from the Text Sentence strips Using Context Clues: <i>The Boy Who Loved Words</i>
Lesson 5	Independent Reading: Building the Power of Stamina	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can make connections between texts and ideas to comprehend what I read. (RL.3.11) I can choose a text that interests me. (RL.3.11) 	<ul style="list-style-type: none"> I can identify the main message of <i>The Incredible Book-Eating Boy</i>. I can make connections between my life, other books, or ideas to help me understand <i>The Incredible Book-Eating Boy</i>. I can demonstrate stamina as I read a book that interests me. 	<ul style="list-style-type: none"> Teacher observation Student notes Reading Stamina tracker



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Reading Proficiently and Independently: The Power of Setting Goals	<ul style="list-style-type: none"> I can document what I learn about a topic by sorting evidence into categories. (W.3.8) 	<ul style="list-style-type: none"> I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader. I can sort information about my strengths and challenges as a reader into categories. 	<ul style="list-style-type: none"> Information/Evidence recording form Accordion graphic organizer
Lesson 7	Mid-Unit 2 Assessment: On-Demand Informational Writing	<ul style="list-style-type: none"> I can write an informative/explanatory text. (W.3.2) I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) 	<ul style="list-style-type: none"> I can write an informative letter that explains my goals for becoming an independent and proficient reader and supports them with facts and details. I can use third-grade vocabulary. 	<ul style="list-style-type: none"> Teacher observation Mid-Unit 2 Assessment: On-Demand Informational Writing (W.3.2 and L.3.6)
Lesson 8	Developing Reading Fluency: Criteria for Reading Aloud	<ul style="list-style-type: none"> I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) 	<ul style="list-style-type: none"> I can identify the skills of a fluent reader. I can practice reading an excerpt from my independent reading book with fluency. 	<ul style="list-style-type: none"> Student Criteria recording form Fluent Reading Criteria checklist (completed by the teacher after listening to individual students read)
Lesson 9	Developing Reading Fluency: Selecting a Text and Practicing Reading Aloud	<ul style="list-style-type: none"> I can choose texts that interest me. (R.L.3.11a) I can demonstrate fluency when reading stories or poems for an audio recording. (S.L.3.5) 	<ul style="list-style-type: none"> I can choose a text that interests me for my read-aloud practice. I can use the criteria of a fluent reader to practice. 	<ul style="list-style-type: none"> Student book selection Fluent Reader Criteria checklist (completed by the teacher after listening to individual students read)
Lesson 10	Developing Reading Fluency: Beginning the End of Unit 2 Assessment	<ul style="list-style-type: none"> I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) 	<ul style="list-style-type: none"> I can improve my fluency using feedback from others. I can read the Helen Keller text fluently for an audio recording. 	<ul style="list-style-type: none"> Fluent Reader Criteria list, completed by peer End of Unit 2 Assessment (SL.3.5)



Optional: Experts, Fieldwork, And Service

- **Fieldwork:** Visit local and school libraries, or history museums with a focus on U.S. history and segregation.
- **Experts:** Learn from people who have traveled to other countries and encountered reading superheroes (e.g., teachers who have worked abroad, Peace Corps volunteers, etc).

Optional: Extensions

- **Geography:** Research about countries mentioned in reading; locating countries on a map.
- **Art:** Students create portraits of reading superheroes, or portray themselves as reading superheroes.



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Grade 3: Module 1: Unit 2

Recommended Texts



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Unit 2 focuses on accounts of real people and fictional characters from many cultures in many countries who have worked hard to build their reading powers, and helps students understand more about what “reading superpowers” are. The list below includes works with a range of Lexile® text measures. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
<i>Wolf!</i>	Becky Bloom (author), Pascal Biet (illustrator)	Literature	340
<i>The Beast in Ms. Rooney’s Room</i>	Patricia Reilly Giff (author), Blanche Sims (illustrator)	Literature	340
<i>A Girl Named Helen Keller*</i>	Margo Lundell (author), Irene Trivas (illustrator)	Biography	350
<i>Prairie School</i>	Avi (author), Bill Farnsworth (illustrator)	Literature	410



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>I Am the Book</i>	Lee Bennett Hopkins (author)	Poetry	NL
<i>Helen Keller</i>	Margaret Davidson (author), Wendy Watson (illustrator)	Literature	540
<i>The Wednesday Surprise</i>	Eve Bunting (author) Donald Carrick (illustrator)	Literature	540
<i>Edward and the Pirates</i>	David McPhail (author/illustrator)	Literature	550
<i>Thank You, Mr. Falker</i>	Patricia Polacco (author/illustrator)	Literature	650
<i>The Bee Tree</i>	Patricia Polacco (author/illustrator)	Literature	680
<i>Bats at the Library</i>	Brian Lies (author/illustrator)	Literature	720
<i>Helen Keller: Her Life in Pictures</i>	George Sullivan (author)	Biography	770



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
<i>The Library</i>	Sarah Stewart (author), David Small (illustrator)	Poetry	Not provided
<i>My Life as a Book</i>	Janet Tashjian (author), Jake Tashjian (illustrator)	Literature	880
<i>Moxy Maxwell Does Not Love Stuart Little</i>	Peggy Elizabeth Gifford (author), Valorie Fisher (photographer)	Literature	890
<i>That Book Woman</i>	Heather Henson (author), David Small (illustrator)	Literature	920
<i>Helen Keller: Rebellious Spirit¹</i>	Laurie Lawlor (author)	Biography	1040
<i>Miss Dorothy and Her Bookmobile</i>	Gloria Houston (author), Susan Condie Lamb (illustrator)	Literature	1090

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¹Also available as *Una niña llamada Helen Keller*



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 1

Close Reading of *Thank You, Mr. Falker*: Identifying the Superpowers of Reading



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *Thank You, Mr. Falker* by reading excerpts from the text closely.
- I can sort key details from *Thank You, Mr. Falker* into categories.
- I can describe what the main character wanted and what she did.
- I can discuss how the main message of *Thank You, Mr. Falker* is conveyed through key details.

Ongoing Assessment

- Close Read recording form (Parts 1 and 2)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of <i>Thank You, Mr. Falker</i> by Patricia Polacco (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Talk to someone at home about Trisha's challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?	<ul style="list-style-type: none">Because <i>Thank You, Mr. Falker</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.In advance: Prepare an anchor chart: Close Read recording form for <i>Thank You, Mr. Falker</i>.Access a video of an actress reading the story <i>Thank You, Mr. Falker</i>, through this link: http://www.storylineonline.net/thank-you-mr-falker-2/.Review: Helping Students Read Closely (Appendix 1).



Lesson Vocabulary	Materials
gist, excerpt, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard (these vocabulary words will be addressed in Lesson 2)	<ul style="list-style-type: none">• <i>Thank You, Mr. Falker</i> by Patricia Polacco (book; one text for the teacher)• Document camera and projector (or sentence strips if the electronic equipment is unavailable)• Close Read Recording Form for <i>Rain School</i> or Close Read Recoding Form for <i>Nasreen's Secret School</i> (from Unit 1)• Close Read recoding form (one per student)• Excerpts from <i>Thank You, Mr. Falker</i>• Conversation Criteria Checklist (from Unit 1)• Chart paper for the Close Read recording form for <i>Thank You, Mr. Falker</i> anchor chart

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>Thank You, Mr. Falker</i> by Patricia Polacco (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today they are going to be hearing and reading a new story called <i>Thank You, Mr. Falker</i>.• Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.• As with other read-alouds in this unit, ask students to follow along in their text. (This promotes fluency.) Tell them that they should read along as the story is being read to them.• Project the book <i>Thank You, Mr. Falker</i> and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: "Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow."	<ul style="list-style-type: none">• When introducing new vocabulary, consider having the words written on index cards. Show the card to students when talking about the word. Then post the word on a word wall. This is helpful to visual learners.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students to the learning targets for this lesson. Tell students that this is the third time they have worked with close reading and these three learning targets. Read each target individually, reminding students of what they are doing for each target. After reading each target and explaining it, gauge confidence with the learning targets by asking for a thumbs-up, thumbs-sideways, or thumbs-down.	
Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Students will need access to the excerpts from <i>Thank You, Mr. Falker</i> and Close Read recording form.• Remind students of the close reading work they have done so far. For each text, they did two important things during their first independent read: They tried to find the gist for each section, and they wrote their idea on a sticky note as well as underlined or wrote down unfamiliar words on sticky notes.• Remind students to read just one section at a time, capturing the gist of each section before moving on.• Tell students that their text will look a little different from that of the book. This is because they will be reading <i>excerpts</i> of the story. They experienced this when reading <i>That Book Woman</i> in Unit 1. Remind them that the word <i>excerpts</i> means parts of the text.• Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Direct their attention to the anchor charts from Unit 1: Close Read recording form for <i>Rain School</i> or <i>Nasreen's Secret School</i> or <i>That Book Woman</i>. Use this to review the categories that students used to collect important details. Remind students that they were looking for characters, setting, motivation, problem, and solution. Discuss these to clarify and activate prior knowledge.• After 10 minutes of independent close reading time, invite the class to once again discuss their reading work with their groups. Ask students to go through each category of note-taking, giving everybody in each group a chance to share their ideas. Tell them that when two students' ideas differ, it is important to notice that and discuss why each person decided the way he or she did.• As students work, continue gathering information about students' discussion skills on the Conversation criteria checklist.• Point out to students that our understanding of a story gets deeper or changes when we reread, paying attention to details that relate to the main message or lesson.• Direct students to fill in the last section of their Close Read recording form: "Now what do you think the lesson of this story is? Why do you think this?"• Gather students back in a circle. Invite students to assist in completing the Close Read recording form for <i>Thank You, Mr. Falker</i> anchor chart.<ol style="list-style-type: none">1. Circle words that help you figure out possible answers to those questions.2. Write possible answers to your questions using complete sentences.• Have students work with a partner first. Then they can individually write down their questions.• Circulate and support as needed. This is a good way to informally assess students' comfort with reading in a low-risk environment during the first days of school.	<p>As an extension activity, consider having students in a group complete the second part of the close read from a secondary character's point of view. For example, what is the teacher's motivation in the story? What is his problem? What is the solution through his eyes?</p>



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief with the questions: “What was challenging about reading this book?” and “How did reading the text closely multiple times help you understand the key details and main message?”• Note to teacher: Be sure to review students’ Close Read recording forms to assess their progress toward today’s targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Talk to someone at home about Trisha’s challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?	



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Grade 3: Module 1: Unit 2: Lesson 1

Supporting Materials



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Because *Thank You, Mr. Falker* is a very challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

Page 4	Beginning: "Trisha, the littlest girl . . ." Ending: "by the stone fireplace."
Page 7	Beginning: "But when Trisha looked . . ." Ending: "began to feel dumb."
Page 10	Beginning: "Trisha's grandma used to say . . ." Ending: "harder and harder now."
Page 16	Beginning: "When she tried to read . . ." Ending: "grandparents' farm in Michigan."
Page 18-21	Beginning: "Then when Trisha started fifth grade . . ." Ending: "how talented you are?"
Page 28-31	Beginning: "Then, one day, Mr. Falker . . ." Ending: "so lonely and afraid."
Page 32	Beginning: "Now, almost every day . . ." Ending: "tears in their eyes."
Page 34	Beginning: "That night . . ." Ending: "she was happy, so very happy."



.....
Name:
.....

.....
Date:
.....

Close Read Recording Form for book:

.....

Capturing the Gist of a Story

After reading this for the first time on your own, what do you think the lesson of the story is?

Somebody ... <i>(character)</i>	
in ... <i>(setting)</i>	
wanted ... <i>(motivation)</i>	
but ... <i>(problem)</i>	
so ... <i>(resolution)</i>	

¹ Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003).



.....
Name:
.....

.....
Date:
.....

Close Read Recording Form for book:

.....

Capturing the Gist of a Story

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is? Why do you think this?

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EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 2

Continued Close Reading of

***Thank You, Mr. Falker*: Text-Dependent Questions and Vocabulary**



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

I can answer questions using specific details from the text. (RL.3.1)
I can explain what I understand about the topic being discussed. (SL.3.1)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can answer questions using specific details from *Thank You, Mr. Falker*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of new vocabulary using clues in the text around a word.

Ongoing Assessment

- Close Read recording forms (completed) for *Thank You, Mr. Falker*
- *Thank You, Mr. Falker*: Questions from the Text
- Vocabulary cards

Agenda

1. Opening
 - A. Engaging the Reader (5 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (25 minutes)
 - B. Vocabulary (25 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Complete any unanswered questions on *Thank You, Mr. Falker*: Questions from the Text handout.

Teaching Notes

- Students will need materials from Lesson 1: Excerpts from *Thank You, Mr. Falker* (student copy) and Close Read recording form for *Thank You, Mr. Falker*.
- Review: Think-Pair-Share, Helping Students Read Closely, and Quiz-Quiz-Trade Vocabulary strategy (Appendix 1).



Lesson Vocabulary	Materials
evidence, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard	<ul style="list-style-type: none">• Illustrations from Thank you, Mr. Falker (pre-selected by teacher, one of each for display)• Close Read recording form for Thank You, Mr. Falker anchor chart (from Lesson 1)• Excerpts from Thank you, Mr. Falker (from Lesson 1)• Thank you, Mr. Falker: Text Dependent Questions and Vocabulary (one per student)• 8.5" x 11" sheet of white paper (one for the teacher)• 3" x 5" index cards (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather the students in a circle. Invite students to form groups of three to discuss the prompt from last night's homework: "Talk to someone at home about Trisha's challenge in learning to read. What challenges might you encounter as a reader this year? How might you overcome them?" If time permits, invite a few students to share out to the whole group.• Show students several illustrations from Thank You, Mr. Falker. For each illustration, ask students to Think-Pair-Share the important details happening in that scene: "Who do you see? What do you see? What's an important detail you remember from this part of the story?" Study illustrations for 3 minutes to activate students' prior knowledge.• Unpack the learning target: "I can answer questions using specific details from <i>Thank You, Mr. Falker</i>." Ask students to turn and talk with a partner, restating this target in their own words.• Direct students to the Close Read recording form for Thank You, Mr. Falker anchor chart that they created. Remind students that today they will continue rereading, talking, and writing about this challenging text to understand it even better.	



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (25 minutes)</p> <ul style="list-style-type: none"> Remind students that they have already heard or read <i>Thank You, Mr. Falker</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and then on their own and with groups to find and record important details and think about the story's message or lesson. Ask students to locate the excerpts from Thank You, Mr. Falker from Lesson 1 and distribute Thank You, Mr. Falker: Text Dependent Questions and Vocabulary. Review with students the process they went through to answer questions about <i>Rain School</i>, <i>Nasreen's Secret School</i>, and <i>That Book Woman</i>. First, they read the questions. Then, they read the entire text, keeping those questions in mind. When they encountered details that could be used as evidence to answer a question, they underlined that section of the text. Review the word <i>evidence</i> with the class as something we use to prove an idea we have. Review how to write answers to questions using a full sentence. The first half of the sentence is pulled directly from the question. The second half of the sentence is the evidence found in the text. Model this as necessary. Place students in groups, though they should work on the questions from the text independently. Circulate and support students in finding evidence and writing in complete sentences. After 15 minutes of independent work time, ask students to discuss with their group the evidence they found for each question as well as the sentences they wrote as answers. 	
<p>B. Vocabulary (25 minutes)</p> <ul style="list-style-type: none"> Students will now work with words or the words they circled during their rereading of <i>Thank You, Mr. Falker</i>. Gather students in a circle and review the strategy they learned for finding the meaning of unfamiliar words while reading <i>Rain School</i>. Read the learning target: "I can determine the meaning of new vocabulary using clues in the text around a word." Ask students to Think-Pair-Share what this learning target is and what they did with words in <i>Rain School</i>. Share as a whole group. Tell students that <i>Thank You, Mr. Falker</i> is a really hard book. There might have been lots of words in this story that were difficult for them to understand. Tell them that one strategy that helps readers determine the meaning of a word is to look for clues in the text around the unfamiliar word, and then replace the word with other words that might mean the same thing. On one side of an 8.5" x 11" sheet of white paper, write the sentence: "The grandpa held the jar of honey so that all the family could see, then dipped a <i>ladle</i> into it and drizzled honey on the cover of a small book." 	<ul style="list-style-type: none"> The difficult of the vocabulary in <i>Thank You, Mr. Falker</i> may require greater teacher involvement in the vocabulary card and Quiz-Quiz-Trade activities. The focus of this work is for students to use context clues in determining the meaning of unknown words. See teacher-created list of words (and their context) that lend themselves to this vocabulary strategy.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Circle the word <i>ladle</i>. Think aloud the process of using clues in the sentence: "The grandpa is getting honey out of the jar; you need something to scoop up the honey." Model the process of substituting other words for the unfamiliar word (i.e., <i>spoon</i>, <i>scoop</i>) until one makes sense.Distribute a 3" x 5" index card to each student. Tell them that they will now choose a word from the list provided (see above) or the words they circled while reading their excerpts from <i>Thank You, Mr. Falker</i>. Give students 15 minutes of independent work time to do this with three words. Remind them that on one side they are to write the whole sentence that the unfamiliar word is in, circling the unfamiliar word. On the other side, they are to write two words that mean the same thing as the one that is circled.Gather students back in the circle. Tell them they are going to play a quick game of Quiz-Quiz-Trade. Review the process of this game by modeling with one student. Remind students that they begin by showing their partner the sentence or phrase with the unfamiliar word circled. The second person then tries to guess the words on the back of the card. Because students have multiple cards this time, they should alternate turns.Allow students to play Quiz-Quiz-Trade for 10 minutes using all three of their cards.	

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Debrief with the first question: "What are some strategies you used as a reader to answer the questions about <i>Thank You, Mr. Falker</i>?" Share as a whole group.Ask the second question: "What are some strategies you used as a reader to figure out tricky vocabulary words in <i>Thank You, Mr. Falker</i>?" Share out as a whole group. <p><i>Note: Review students' question sheets and index cards with vocabulary words to assess their progress toward the day's targets.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Complete any unanswered questions on <i>Thank You, Mr. Falker</i>: Questions from the Text handout.	



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Grade 3: Module 1: Unit 2: Lesson 2

Supporting Materials



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Name:

Date:

1. How did Trisha feel about books when she was a very young girl? Use details from the text to support your answer.

2. At the end of the story, how did Trisha feel about reading? Use details from the text to support your answer.

3. What obstacles did Trisha face in her journey learning to read? Use details from the text to support your answer.

4. Why do you think Mr. Falker asked Trisha to play a game after school one day? Use details from the text to support your answer.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 3

Close Reading of *The Boy Who Loved Words*: How Do People Build Their Word Power?



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *The Boy Who Loved Words* by reading excerpts from the text closely.
- I can describe what the main character wanted and what he did.
- I can sort key details from *The Boy Who Loved Words* into categories.
- I can discuss how the main message of *The Boy Who Loved Words* is conveyed through key details.

Ongoing Assessment

- Close Read recording form (Parts 1 and 2)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Building Fluency: Read-aloud of <i>The Boy Who Loved Words</i> (10 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Rereading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Talk to someone at home about Selig in <i>The Boy Who Loved Words</i>. Explain to them why words were important in Selig's life. Ask them to tell you their five favorite words or phrases. Write those five words/phrases down and bring them back to school tomorrow. Think about what your own favorite words are, and why.	<ul style="list-style-type: none">Because <i>The Boy Who Loved Words</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.



Lesson Vocabulary	Materials
See glossary in the back of <i>The Boy Who Loved Words</i>	<ul style="list-style-type: none">• <i>The Boy Who Loved Words</i> by Roni Schotter (book; one copy for the teacher)• Document camera and projector or interactive white board• Close Read recording form for <i>The Boy Who Loved Words</i> (one per student)Conversation Criteria checklist• Excerpts from <i>The Boy Who Loved Words</i>• Chart paper for anchor chart: Close Read recording form for <i>The Boy Who Loved Words</i>

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>The Boy Who Loved Words</i> (10 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today they are going to be hearing and reading a new story called <i>The Boy Who Loved Words</i>, by Roni Schotter. Tell students that this book is special because the words in this story are just as important as the story itself. They will be encountering a lot of new words, and it is okay if they feel a bit confused by these. Tomorrow they will be working more with figuring those words out. Today, as always, is more about getting the gist of the story, thinking about the lesson, and understanding the important details that support this lesson.• Note: It is important that this text is read without interruption. The purpose is to acquaint students with the text, not aid them in comprehension through questioning or discussion.• Use a document camera or hold the book up so all students can see the text (this promotes fluency). Tell them that the text will be projected for them, and they should read along as the story is being read to them.• Project the book <i>The Boy Who Loved Words</i> and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: “Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow.”	



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Invite students to read aloud today's learning targets. By this point in the module, students should be quite familiar with the targets associated with close reading of stories. Ask students to turn and talk about where they have seen these targets before.	
Work Time	Meeting Students' Needs
<p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Students will need access to the excerpts from The Boy Who Loved Words and Close Read recording form. Remind students of the close reading work they have done so far. For each text, they did two important things during their first independent read: They tried to find the “gist” for each section and wrote their idea on a sticky note; they also recorded unfamiliar words.• Explain to students that this story will be a little more difficult due to the large amount of unfamiliar vocabulary. Consider saying something such as: “All readers come across words that are unfamiliar and difficult. When this happens, capturing the ‘gist’ of the text is especially important. If you get confused, look for all the words you do know, and try to figure out who is in the story and what is happening. Try not to get stuck on every word you do not recognize. Write it down and move on.” Remind students to move one section at a time, capturing the gist of each section before moving on.• Tell students that their text will look a little different from the text in the book. This is because they will be reading excerpts of the story. Define the word <i>excerpts</i> as parts of the text.• Allow students 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• After 15 minutes, ask students to fill in the top box, which asks for their ideas about the lesson of the story, on their Close Read recording form. Once they have done this, tell students they will now have 10 minutes to discuss, in small groups or partnerships, the reading work they have done so far.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Review the important details they are to look for: characters, setting, motivation, problem, and solution. Discuss these to clarify and activate prior knowledge.• After 10 minutes of independent close reading time, invite students to once again discuss their reading work with their groups. Ask students to go through each category of note-taking, giving each participant in the group a chance to share his or her ideas. Tell them that when there is a difference between two students' ideas, it is important to notice that and discuss why each person made the decision he or she did.• Point out that our understanding of a story gets deeper or changes when we reread, paying attention to details that relate to the main message or lesson.• Direct students to fill in the last section of their Close Read recording form: "Now what do you think the lesson of this story is? Why do you think this?"• Gather students back in a circle. Invite them to assist in completing the Close Read recording form for The Boy Who Loved Words anchor chart.	<ul style="list-style-type: none">• The vocabulary in <i>The Boy Who Loved Words</i> may prove especially challenging to ELL students. Consider providing them the illustrations to aid their comprehension.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief with the question: "What can we learn, as students, from the lesson found in <i>The Boy Who Loved Words</i>?" Invite students to Think-Pair-Share and then share with the whole group if time permits. <p><i>Note: Review students' Close Read recording forms to assess their progress toward the day's learning target.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Talk to someone at home about Selig in <i>The Boy Who Loved Words</i>. Explain to them why words were important in Selig's life. Ask them to tell you their five favorite words or phrases. Write those five words/phrases down and bring them back to school tomorrow. Think about what your own favorite words are, and why.	<ul style="list-style-type: none">• Allow ELL students to use their L1 as a basis for word/phrase choice.



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Grade 3: Module 1: Unit 2: Lesson 3

Supporting Materials



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.....
Name:

.....
Date:

Close Read Recording Form for book:

Capturing the Gist of a Story*

After reading this for the first time on your own, what do you think the lesson of the story is?

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	

*Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



.....
Name:

.....
Date:

Close Read Recording Form for book:

.....
Capturing the Gist of a Story

After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is?

Why do you think this?

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Because *The Boy Who Loved Words* is a very challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

Page 1	Beginning: "There are ..." Ending: "under his hat."
Pages 3-6	Beginning: "While other children busied themselves with ..." Ending: "... she was a windmill of worry."
Page 7	Beginning: "As time went on ..." Ending: "...but instead it made him lonely."
Page 9	Beginning: "One night ..." Ending: "'Is it true, am I really ...an ...oddball?'"
Page 9	Beginning: "Selig awakened ..." Ending: "... determined to find his purpose."
Page 14	Beginning: "But in time ..." Ending: "They were far too precious."
Page 14	Beginning: "In front of Selig stood a large and lovely tree." Ending: "... as if putting it to bed for the night."
Page 21	Beginning: "From that day forth ..." Ending: "... landed next to the crumpets."
Page 25	Beginning: "And so, by word of mouth ..." Ending: "How lucky we are!"
Pages 28-29	Beginning: "One day ..." Ending: "... the sweetest of all songs."
Page 31	Beginning: "You too.." Ending: "How lucky I am!"



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 4

Vocabulary: Finding the Meaning of Words in Context in *The Boy Who Loved Words*



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

- I can answer questions using specific details from the text. (RL.3.1)
- I can explain what I understand about the topic being discussed. (SL.3.1)
- I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can answer questions using details from *The Boy Who Loved Words*.
- I can explain why I chose specific details to answer questions about the text.
- I can determine the meaning of a word using clues in the text around it.

Ongoing Assessment

- In advance: Pull two sentences from the book *The Boy Who Loved Words*, each with a new vocabulary word in it. Use sentences other than those on the Using Context Clues handout. Cut the sentence up, so each individual word is on its own piece of paper. Either write the new vocabulary word in a different color or highlight it to stand out.
- This lesson includes a kinesthetic activity that allows students to physically move and manipulate words in order to think about how to understand vocabulary in context. Read through the work time notes carefully in order to visualize the activity and the necessary preparation.

Agenda

- Opening
 - Engaging the Reader (15 minutes)
- Work Time
 - Answering Text-Dependent Questions (10 minutes)
 - Share (10 minutes)
 - Vocabulary (20 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
- Homework
 - Review the many words you have learned this year. Choose your 10 favorites to share with a partner tomorrow.

Teaching Notes

- Because *The Boy Who Loved Words* is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.



Lesson Vocabulary	Materials
juicy (as in rich or vivid word choice); periphery, rucksack, dusk, slumber, tremulously	<ul style="list-style-type: none">• Excerpts from <i>The Boy Who Loved Words</i> (from Lesson 3)• <i>The Boy Who Loved Words: Questions from the Text</i> (one per student)• Sentence strips (prepared in advance by teacher; see teaching note above)• Using Context Clues: <i>The Boy Who Loved Words</i> (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (15 minutes)</p> <ul style="list-style-type: none">• Distribute student excerpts from The Boy Who Loved Words used in Lesson 3 as well as The Boy Who Loved Words: Questions from the Text. Review with students the process they went through to answer questions. First, they read the questions. Then, they read the entire text, keeping those questions in mind. When they encountered details that could be used as evidence to answer a question, they jotted down the evidence from the text. Review the word <i>evidence</i> with the class: “<i>Evidence</i> is something we use to prove an idea we have.”• Tell them that they are going to do the exact same process for <i>The Boy Who Loved Words</i>. However, right now they are not going to write out full answers to the questions. Instead, they should just read with the questions in mind, looking for important details that can be used as evidence in their answers. When they write down the evidence on a sticky note, they should write the corresponding question number in the margin to make the next part of the activity move more efficiently.• Model briefly as needed. When it is clear students understand the instructions, release them to independent work.• Give students the remaining time to work on finding important details for each question. Circulate and support students as needed.	<ul style="list-style-type: none">• Allow ELL students to use their L1 as a basis for word/phrase choice. Encourage them to offer a simple translation of the word/phrase in English.• Consider charting some of the words students share. Having a visual often helps ELL students' comprehension.



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">• Explain that now students are going to use the numbered sticky notes to answer the questions on their <i>The Boy Who Loved Words: Questions from the Text</i>.• Model briefly as needed. When it is clear students understand how to do this, release them to independent work.• Give students the next 15 minutes to work on finding important details for each question. Circulate and support students as needed.	<ul style="list-style-type: none">• Provide sentence stems if needed.
<p>B. Share (10 minutes)</p> <ul style="list-style-type: none">• Once students have worked for 15 minutes independently finding evidence and answering questions, have them work in groups to discuss and compare their reading work.	
<p>C. Vocabulary (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Tell them that they are going to work with that really juicy vocabulary from <i>The Boy Who Loved Words</i>, but that student volunteers are needed to act this out.• Distribute the sentence strips from <i>The Boy Who Loved Words</i> (see Teaching Note at the beginning of the lesson). Ask for student volunteers, so each volunteer is holding one word from the cut-up sentences.• Have students stand in the order of the words in the sentence, so the rest of the class can read the sentence in correct word order. Ask students to identify the new vocabulary word (in bold or highlighted in a different color). Tell students that this is the word they will focus on. Tell them that many, but not all, of the other words they are holding are also important. Their job right now is to figure out which words in the surrounding text are important clues in determining the meaning of the unfamiliar vocabulary.• Invite students to work as a class to determine which words surrounding the bold word are not important. They should ask their peer holding that word to “sit down.” They must justify why. For example, a student could say something such as: “I think Jean should sit down, because she has the word ‘the’ and that word is everywhere and doesn’t mean anything that could be helpful.” Then other students can agree or disagree with this decision. After discussion, have students weigh in with a thumbs-up, thumbs-sideways, or thumbs-down on whether the word is an important clue. Students may also advocate for a student to stand back up if they have decided that the word she or he holds actually ends up being important.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Once students are satisfied that only important clue words remain, they should Think-Pair-Share what the unfamiliar word might mean. Invite individual shares on thinking. Repeat this game once more with a new sentence.Tell students that they will practice this process again, on paper. Distribute Using Context Clues: <i>The Boy Who Loved Words</i> to each student. Tell them that instead of having someone sit down, they should simply cross out any words they think are not helpful. Then they will write a couple of possibilities for what the unfamiliar vocabulary might mean. Finally, they will explain their thinking, showing how the clues brought them to that meaning.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Select two or three questions that students answered and invite them to Think-Pair-Share their responses and text evidence.Debrief the vocabulary by inviting a few students to share words from their vocabulary activity and how they thought about their meanings.Note to teacher: Review students' responses to the questions about <i>The Boy Who Loved Words</i> to assess their progress toward the day's targets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Review the many words you have learned this year. Choose your 10 favorites to share with a partner tomorrow.	



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Grade 3: Module 1: Unit 2: Lesson 4

Supporting Materials



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Name:

.....
Date:

1. According to the story, what are some examples of things that people collect? Use details from the text to support your answer.

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2. According to the story, why did Selig feel lonely? Use details from the text to support your answer.

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3. According to the story, what made Selig determined to find his purpose? Use details from the text to support your answer.

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4. According to the story, how did Selig find Melody? Use details from the text to support your answer.

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Directions: Look at the word in **bold**. Think about the text around it. Cross out any words that you think are not going to help you. Then, think about the clue words you have left. Write a word that you think might mean the same thing. Finally, write why you think this.

1. While other children busied themselves with bats, nets, and all manner of balls, Selig stayed on the outskirts, always on the **periphery**—listening and collecting words.”

What is another word that might mean the same thing?

What clues from the text made you think this?

2. “He packed a **rucksack** with a pillow and blanket, apples, honey, cream soda, and his entire collection of words.”

What is another word that might mean the same thing?

What clues from the text made you think this?

3. “... how, at evening, the light dimmed to announce the arrival of twilight and stars. **Dusk**, Selig noted ...”

What is another word that might mean the same thing?

What clues from the text made you think this?



4. “Selig was too tired to think. His exhausted brain could imagine but one thing—**slumber**, a splendid word!”

What is another word that might mean the same thing?

What clues from the text made you think this?

5. “**Tremulously** he asked, “M-m-may I have a word with you? Wh-wh-what is your name?”

What is another word that might mean the same thing?

What clues from the text made you think this?



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 5

Independent Reading: Building the Power of Stamina



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

I can identify the main message or lesson of a story using key details from the text. (R.L.3.2)
I can make connections between texts and ideas to comprehend what I read. (R.L.3.11)
I can choose a text that interests me. (RL.3.11)

Supporting Learning Targets

- I can identify the main message of *The Incredible Book-Eating Boy*.
- I can make connections between my life, other books, or ideas to help me understand *The Incredible Book-Eating Boy*.
- I can demonstrate stamina as I read a book that interests me.

Ongoing Assessment

- Teacher observation
- Student notes
- Reading Stamina tracker



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Read-aloud and Discussion: <i>The Incredible Book-Eating Boy</i> (15 minutes)Work Time<ol style="list-style-type: none">Reading Stamina: Fishbowl and Discussion (10 minutes)Student Practice: Building Reading Stamina and Completing the Stamina Tracker (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Self-Assessment (5 minutes)Homework<ol style="list-style-type: none">Read independently at home tonight. Practice building your stamina as a reader. Set a goal for yourself of how many minutes you will try to read. Complete the Reading Stamina tracker to show your progress toward the target.	<ul style="list-style-type: none">Note that unlike other books in this module, <i>The Incredible Book-Eating Boy</i> is used <i>just</i> as a read-aloud and as brief whole group discussion to get kids thinking about the idea of reading stamina. Students do <i>not</i> do a close reading of this text; instead, they spend time in class practicing reading stamina with their independent reading book.This lesson reminds students of the importance of reading a high volume of books at their own reading level. This proves particularly helpful for building student reading fluency and the academic vocabulary that the CCLS demands. See the Unit 2 Recommended Texts lists for books at various Lexile ranges related to the topic of this unit.Preread <i>The Incredible Book-Eating Boy</i>.Prepare to model the behaviors of a proficient independent reader.Be sure all students have a book to read on their own or provide time for students to select a book at their independent reading level.Review Fishbowl protocol.Adapt the model Reading Stamina tracker as necessary.Some students may benefit from instruction or review of these terms: <i>power</i>, <i>increase</i>, <i>fishbowl</i>, <i>whisper</i>, <i>spot</i>, “<i>stick with</i>.”



Lesson Vocabulary	Materials
identify, predictions, connections, proficient, demonstrate, stamina, interests, share, self-assess, evaluate, atlas, fierce, fussy, digest, properly, accident	<ul style="list-style-type: none">• <i>The Incredible Book-Eating Boy</i> (book; one text for the teacher)• Reading Stamina tracker (one per student and one to display)• Chart paper• Note cards• Document camera (or interactive white board)• Index cards• Chart paper for new anchor chart: Building Reader Stamina• Timer



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Begin by asking students to form groups of three or four. Invite each student to share out two or three of their favorite words they selected for homework and explain why they chose those words.• Remind the students of the story they read over the last two days, <i>The Boy Who Loved Words</i>. Ask the class: “What challenges did Selig face? How did Selig use words to help others? What superpowers did he develop as a reader?” Students should share that Selig felt lonely and overwhelmed by all the words he collected. He decided to spread his love of words with other people. Selig built his word power in this text.• Orient the students to today’s first target: “I can identify the main message of <i>The Incredible Book-Eating Boy</i>.”• Underline the words <i>identify</i>, <i>the main message</i>, and <i>share</i>: “We have done this many times this year. We did this with <i>Thank You, Mr. Falker</i> and <i>The Boy Who Loved Words</i>. The main message in <i>Thank You, Mr. Falker</i> is that Trisha had to work hard, practice, and build her own reading superpowers to become an independent reader.” Ask students to identify the main message of <i>The Boy Who Loved Words</i>. Give them a minute to Think-Pair-Share. Invite one or two students to share their ideas with the whole class.• Orient students to the second target and read it aloud: “I can make connections between my life, other books, or ideas to help me understand <i>The Incredible Book-Eating Boy</i>.” Ask: “How might making connections between our own lives, other books, or other ideas help us understand a new book?” Give students a moment to think about this, then ask them to share with someone nearby. Have a few students share their thoughts with the whole group. Clarify as needed, perhaps using a connection to <i>Thank You, Mr. Falker</i> as an example. This could sound like: “When I was reading <i>Thank You, Mr. Falker</i>, I thought about how hard it was for me to learn how to [insert example, here, such as <i>dance</i>]. I felt scared and embarrassed at first. I had to work really hard, practice a lot, and get some help from an expert. As I read what was happening to Trisha, I realized I knew what this was like and I could really ‘get’ what she was going through. This connection to my own life really helped me understand the book.” Model briefly as needed. When it is clear students understand the instructions, release them to independent work.	<ul style="list-style-type: none">• Clarifying vocabulary meets the needs of ELLs and other students developing academic language.



Opening (continued)	Meeting Students' Needs
<p>B. Read-aloud and Discussion: <i>The Incredible Book-Eating Boy</i> (15 minutes)</p> <p><i>Note: Unlike the other read-alouds in this module, the <i>Incredible Book-Eating Boy</i> read-aloud is interactive. This is because students will not do a close read of this text. Therefore, students need time to think and talk during the read-aloud. Be sure that throughout, students get to do the thinking and talking: Ask a question, let them ponder, and then address any confusion or misconceptions.</i></p> <ul style="list-style-type: none">• Display <i>The Incredible Book-Eating Boy</i> on the interactive white board or document camera.• Invite the students to look at the illustrations as you flip through each page of the book. Have students Think-Pair-Share about what the message of the story might be. Ask a few students to share their predictions.• Begin to read the text aloud to the students. Stop several times to ask questions and discuss what is happening in the story:<ul style="list-style-type: none">* Page 4: Point out the image of Henry eating books. Ask students: “What do you see?” Invite them to turn and talk. Then ask about connections they make between what Henry is doing and their own lives. Listen for comments about eating. Ask students: “Can eating a book really make you smarter?”* Page 5: Linger on the word <i>fierce</i>. Ask students to try to figure out this word in context. Invite them to Think-Pair- Share. Guide students to understand that in this context, <i>fierce</i> means “incredibly rapid.”* Page 7: Ask: “When I read that Henry’s belly gets full when he eats books, I make a connection to how eating food makes me full. What gets full when we read books?” Invite students to Think-Pair-Share. Students may need help understanding that Henry does not actually eat books; it is a metaphor for him being a voracious reader.* Continue reading aloud, stopping periodically to emphasize key academic vocabulary or key phrases that will help students understand the main message. Be sure that throughout, students get to do the thinking and talking. Ask a question, let them ponder, and then address any confusion or misconceptions.* Stop on page 10. Then discuss with the class: “How does Henry become a true reader?” Give students time to Think-Pair-Share. They should share that instead of eating the books, Henry reads the books and discovers he can still become the smartest person on earth.• Invite the students to discuss what they learned about being a reader from <i>The Incredible Book-Eating Boy</i>. Ask: “What reading superpower did Henry develop that you could use when you read?” Students should share that Henry learned reading a lot can make him smarter and that reading takes time.	<ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs and other students.



Work Time	Meeting Students' Needs
<p>A. Reading Stamina: Fishbowl and Discussion (10 minutes)</p> <ul style="list-style-type: none">• Orient students to the final learning target: “I can demonstrate stamina as I read a book that interests me.” Invite the students to discuss what stamina is and how they demonstrate that as a reader.• Tell students they will observe the independent reading behaviors of a reader (or readers) inside the Fishbowl. The models may be adults, older students in the school, or students from the class who have practiced in preparation for the model.• Remind students that their job during a Fishbowl is to watch and listen closely. They will use a recording form to write down their observations. Ask: “What do you see these readers doing to build their stamina?”• After a few minutes, ask students to Pair-Share two things they saw these readers doing. Create an anchor chart of student ideas and add any additional ideas as necessary. This Building Reading Stamina anchor chart might contain ideas like:<ul style="list-style-type: none">* How do we build our reading stamina?”* Stay in my reading spot* Read silently or in a whisper voice* Read the whole time* Stick with my book until I finish it* Use reading strategies to understand what I read* Read carefully, and don’t just eat books like Henry• Discuss these strategies so students understand them clearly. Add pictures to support comprehension.• Show students a Reading Stamina tracker. Tell them that they will self-assess, or evaluate, how they did building their stamina as readers.	<ul style="list-style-type: none">• Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.• Provide anchor charts for processes such as “How do we build our reading stamina?” This would include stamina words with nonlinguistic representations.
<p>B. Student Practice: Building Reading Stamina and Completing the Stamina Tracker (20 minutes)</p> <ul style="list-style-type: none">• Be sure all students have a book to read. Tell them they will have 15 minutes for their first try at practicing stamina. The goal is to work up to at least 30 minutes of independent reading.• Set the timer; observe students as they read. Confer with readers as appropriate and give verbal time checks and praise to maintain engagement.	<ul style="list-style-type: none">• Providing text choice for students fosters engagement.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Place students in small groups of three or four. Ask them to go around their group, first sharing something that they did well to build their stamina using the frame from their tracker: "One thing I did to build my stamina was ____." During the second group go-round, students share a next step using the frame: "Next time, I will work hard to ____."After students share their stamina self-assessment, invite them to discuss a final question within their small group: "How will building your stamina increase your reading power?"Call on a few students to share their answers.	<ul style="list-style-type: none">When ELLs are asked to produce language, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
<p>B. Self-Assessment: (5 minutes)</p> <ul style="list-style-type: none">Ask students to complete their Reading Stamina tracker. Reinforce the idea of honest reflection and that it's okay to only hit some of the stamina criteria on the first try.Challenge students to continue to work on their stamina at home.Collect students' Reading Stamina trackers to help plan next steps: Which students need support with their reading stamina?	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read independently at home tonight. Practice building your stamina as a reader. Set a goal for yourself of how many minutes you will try to read. Complete the Reading Stamina tracker to show your progress toward the target.	



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Grade 3: Module 1: Unit 2: Lesson 5

Supporting Materials



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Name:
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Date:
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Book Title:

This Means I:	Not These Yet.	Still Working on It!	I did it!
Stay in my reading spot			
Read silently or in a whisper voice			
Read the whole time			
Stick with my book until I finish it			
Use reading strategies to understand what I read			
Read carefully, and don't just eat books like Henry did			

One thing I did to build my stamina was:

.....

.....

Next time, I will work hard to:

.....

.....



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 6

Reading Proficiently and Independently: The Power of Setting Goals



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader.• I can sort information about my strengths and challenges as a reader into categories.	<ul style="list-style-type: none">• Information/Evidence recording form• Accordion graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Vocabulary Mini Lesson: The Language of Goal Setting (10 minutes)Work Time<ol style="list-style-type: none">Revisiting Reading Superpowers Anchor Charts (5 minutes)Collecting My Reading Information (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Tonight for homework, continue to read independently, practicing ways to build your reading power. Share an area of strength and an area of challenge from your Reading Stamina tracker with someone at home.	<ul style="list-style-type: none">The paragraph writing in this lesson reflects and reinforces the process of identifying a main topic and supporting it with a series of relevant and explained details that was introduced in Unit 1. Students use the same Accordion graphic organizer introduced in Unit 1 in their planning for this piece of writing as well. Echoing this structure throughout all three units builds effective and efficient paragraph writing skills.

Lesson Vocabulary	Materials
proficient/proficiently, independent/independently, record, reflect, identify, evidence, data, sort, strengths, challenges, goals	<ul style="list-style-type: none"><i>Thank You, Mr. Falker</i> by Patricia Polacco (book; one per student; from Lessons 1 and 2)Information/Evidence recording form (one per student)Model of Fictional Student's Information/Evidence recording form (for Teacher Reference)Anchor charts of Reading Superpowers (from previous lessons)Individual student information on reading (e.g., DRA data, Who I Am as a Reader, Reading Stamina trackers, etc.; see Teaching Notes above)Accordion graphic organizer on My Reading Goals (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to briefly share their Reading Stamina tracker from last night's homework with a partner. Invite them to select one area of success and one area of challenge.• Show students the book <i>Thank You, Mr. Falker</i>. Remind them that they read excerpts from this text during Lessons 1 and 2. Flip through the pages to remind them of the story. Invite the students to Think-Pair-Share to identify how Trisha became a better reader. Give students time to think; then have them share their ideas with a partner. Invite individuals to share with the whole group. Prompt students to give details from the text to support their responses.• Remind students of their yearlong target: "I can read grade-level texts proficiently and independently." Explain that Trisha and her teachers did all of those things so that she could read proficiently and independently. Review the meaning of the words <i>proficiently</i> and <i>independently</i>. Remind students that everything they are working on in literacy is in service of this big goal.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols with learning targets to assist ELLs in making connections.• Providing a moment to think before sharing allows individuals to process independently.• Sharing with a partner helps students develop confidence before sharing with the whole class.• Prompting for details holds students accountable to the text.
<p>B. Vocabulary Mini Lesson: The Language of Goal Setting (10 minutes)</p> <ul style="list-style-type: none">• Orient students to the learning target: "I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader."• Circle the words <i>strengths</i>, <i>challenges</i>, and <i>goals</i>. Ask the students to think about something they do outside of school and apply these words to this context. For example: "I like to play baseball. One of my strengths is that I can throw the ball a <i>really</i> long way. One of my challenges is that I am not a very good batter. One of my goals is to practice batting every day so that I never strike out."• Tell students that today they will set their own goals to help them build their reading power: "Think about how Mr. Falker had to remind Trisha of her strengths." Some examples students might provide include: "She really wanted to read and she was good at drawing," or "She also had some challenges; letters got all mixed up, and it was hard to sound out words. Knowing these things helped him set goals to help her."	<ul style="list-style-type: none">• Careful attention to vocabulary helps to make the target clear and supports student thinking. Provide a variety of ways for accessing/interacting with vocabulary to accommodate various learning profiles.



Work Time	Meeting Students' Needs
<p>A. Revisiting Reading Superpowers Anchor Charts (5 minutes)</p> <ul style="list-style-type: none">• Explain to the students that after they identify their strengths and challenges and set goals about how they will become more proficient and independent readers, they will write a letter to an important person in their life that describes what their reading goals are.• Display the various anchor charts of Reading Superpowers. Tell students that all of these charts are designed to help them build their “reading superpowers.” Ask several students to share how something from the list might help them as readers. If students feel too shy to share their own strengths and challenges, they can discuss what Trisha was like early on as a reader and how something from that list might have been helpful to her.• Explain to the students that some, not all, of the ideas from the anchor charts might help them build their reading power based on what they know about themselves as readers.	<ul style="list-style-type: none">• Reviewing academic vocabulary assists all students developing academic language.• If needed, consider providing ELLs with a smaller chunk of information to decode.• Consider providing a list of strengths and challenges to assist students in understanding.
<p>B. Collecting My Reading Information (20 minutes)</p> <ul style="list-style-type: none">• Remind the students that each reader is different and that our strengths and challenges will be different as well. Explain that in order to know themselves as readers they will need to look at information about themselves. Share the target: “I can sort information about my strengths and challenges as a reader into categories.”• Have students define “information.” Walk through the types of information that have been collected about the students as readers. This may include Who I Am as a Reader, Reading Stamina trackers, DRA (Developmental Reading Assessment) scores or summaries, fluency scores, etc.• Note: Limit the explanation and modeling to 10 minutes. Time will vary based on how familiar students are with looking at the shared data.• Explain that this is “evidence” of their strengths and challenges. Model how to read data and record evidence using the Model of Fictional Student’s Information/Evidence recording form. (For example, when looking at fluency data, you might say: “I think one strength I have is reading fast. Hmmm, is there any evidence of this? I can see here that the teacher wrote ____; that means I read ____ words/minute. The goal for third-graders is _____. I also notice lots of words marked on my page. When I count them up, there are _____ mistakes. I think one of my challenges is that sometimes I read <i>too fast</i> so I make mistakes.”)• Give students information collected about them as readers. Allow 10 minutes for each student to look through his or her own information, recording evidence on the Information/Evidence recording form.	<ul style="list-style-type: none">• Providing a clear model supports students in understanding the thinking and the work they are expected to do.



Work Time (continued)	Meeting Students' Needs
<p>C. Planning My Paragraph: Using the Accordion Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Once the students have collected and sorted their reading information, they can begin to plan their letter paragraph. Display the Accordion graphic organizer on an interactive white board or document camera. Explain to the students that before they begin writing their letters they need to organize their information so that the person reading it understands what is being shared.• Model for students using the Fictional Student's Information/Evidence recording form to complete an Accordion graphic organizer. Explain to the students that the main idea, or purpose, of their letter is written in the box at the top. Students might write something similar to: "I am writing to share with you how I plan to become a better reader." Direct students to look at the three boxes in the middle of the organizer. Explain that in these boxes students will share a strength in the top box (Something I'm Doing Well) with evidence to support that information. Then they will share two challenges that they have as a reader in the middle and bottom boxes (What I Need to Work On) with evidence to support that information. Then, in the final box students will share ways they will build their reading power. Students should also use specific evidence about the characters of <i>The Boy Who Loved Words</i>, <i>The Incredible Book-Eating Boy</i>, and <i>Thank You, Mr. Falker</i> to support their reflection and goal setting.• Answer any clarifying questions the students may have before letting them begin their writing work. Let them know you will be supporting them throughout the work time as needed.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">As a Think-Pair-Share, ask: “How can knowing your strengths and challenges help you become an independent and proficient reader?” and “How are your reading strengths/challenges similar to those of the characters in <i>Thank You, Mr. Falker</i>, <i>The Boy Who Loved Words</i>, and <i>The Incredible Book-Eating Boy</i>?” If individuals share, record a few of these ideas to remind the students about in the beginning of the next lesson. Or have small groups write their answer. <p>Explain that in tomorrow’s lesson, they will set goals for themselves as readers.</p> <p><i>Note: Review students’ Information/Evidence recording form and Accordion graphic organizer to assess their progress toward the target and ensure they are prepared for tomorrow’s lesson.</i></p>	<ul style="list-style-type: none">ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tonight for homework, continue to read independently, practicing ways to build your reading power. Share an area of strength and an area of challenge from your Reading Stamina tracker with someone at home.	



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Grade 3: Module 1: Unit 2: Lesson 6

Supporting Materials



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Name:

Date:

Learning Targets

- I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader.
- I can sort information about my strengths and challenges as a reader into categories.

What I'm Doing Well	Evidence
How are my strengths connected to the characters in <i>The Boy Who Loved Words</i> , <i>The Incredible Book-Eating Boy</i> , and <i>Thank You, Mr. Falker</i> ?	



What I Need to Work On	Evidence
How are my challenges connected to the characters in <i>The Boy Who Loved Words</i> , <i>The Incredible Book-Eating Boy</i> , and <i>Thank You, Mr. Falker</i> ?	

One thing I did to build my stamina was:



Good Ideas from Reading Superpowers Anchor Charts

How are these reading superpowers connected to the characters in *The Boy Who Loved Words*, *The Incredible Book-Eating Boy*, and *Thank You, Mr. Falker*?



Learning Targets

- I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader.
- I can sort information about my strengths and challenges as a reader into categories.

What I'm Doing Well	Evidence
I'm reading fluently. I find a lot of books that interest me.	My fluency score on the story "The Whirlwind Day" was 101 words per minute. My log of Books Read shows that I have read and finished five books in the last few weeks.
How are my strengths connected to the characters in <i>The Boy Who Loved Words</i> , <i>The Incredible Book-Eating Boy</i> , and <i>Thank You, Mr. Falker</i> ?	
Just like Henry in <i>The Boy Who Loved Words</i>, I can always find many books that interest me. I love to read any and all books!	



What I Need to Work On	Evidence
I rush through punctuation when I read out loud. Figuring out words that I don't know Reading other books besides fiction Stamina!	After my DRA, my teacher noticed that and pointed it out to me. I realize that I skip over words I don't know when I read. I counted seven skipped words on my fluency running record. Every single one of the books I wrote down in my log of Books Read is fiction! I was only able to stay focused for 10 minutes. I talked to Aaron.
How are my challenges connected to the characters in <i>The Boy Who Loved Words</i> , <i>The Incredible Book-Eating Boy</i> , and <i>Thank You, Mr. Falker</i> ?	
I could practice my reading more like Trisha so I don't skip over words I don't know. Trisha had to really persevere as a reader, and I don't always push myself when the words are too hard.	



Good Ideas from Reading Superpowers Anchor Charts

Asking friends to recommend a book—Sara reads magazines. Maybe she could show me ones I might like.

Ask someone to read with me. Maybe they could watch and listen to see if I skip over punctuation.

How are these reading superpowers connected to the characters in *The Boy Who Loved Words*, *The Incredible Book-Eating Boy*, and *Thank You, Mr. Falker*?

In *Thank You, Mr. Falker*, Trisha had lots of people to read with her. Her mom, brother, grandparents, and Mr. Falker all shared books with her. I would like for my family and friends to listen to me read and help me when I need it.



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Name:
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Date:
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Topic: The reason for this letter...

Detail: Something I'm doing well...

Evidence: How I know I am doing this well...

Detail: Something I need to work on...

Evidence: How I know I need to work on this...



Detail: Something else I need to work on...

Evidence: How I know I need to work on this...



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 7

Mid-Unit 2 Assessment: On-Demand Informational Writing



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

I can write an informative/explanatory text. (W.3.2)

I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)

Supporting Learning Targets

- I can write an informative letter that explains my goals for becoming an independent and proficient reader and supports them with facts and details.
- I can use third-grade vocabulary.

Ongoing Assessment

- Teacher observation
- Mid-Unit 2 Assessment

Agenda

1. Opening
 - A. Engaging the Reader (5 minutes)
2. Work Time
 - A. Mid-Unit 2 Assessment: Letter about my Reading Goals (30 minutes)
 - B. Vocabulary: ABC Brainstorming (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Tonight for homework, continue to read independently. Practice ways to build your reading power.

Teaching Notes

- Copy the Mid-Unit 2 Assessment writing prompt for each student.
- Students will need their completed Accordion graphic organizers (from Lesson 6).



Lesson Vocabulary	Materials
proficient/proficiently, independent/independently, record, reflect, identify, evidence, data, sort, strengths, challenges, goals	<ul style="list-style-type: none">• <i>Thank You, Mr. Falker</i> by Patricia Polacco (book; one text for teacher)• Students' Completed Accordion graphic organizers on My Reading Goals (from Lesson 6)• Anchor charts of Reading Superpowers (from previous lessons)• Mid-Unit 2 Assessment: How Can You Become a Powerful Reader?• ABC Brainstorming chart (one per student)• Interactive white board or document camera

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind the members of the class about the reading information they collected and sorted yesterday in preparation for writing a letter to a special person in their life. Explain again to students that they will be using their Accordion graphic organizers to communicate their goals as a reader to a special person in their life.• Display the sample Accordion graphic organizer created yesterday as a model. Review each of the parts with the students: The box at the top is the main idea of their letter, the three middle boxes explain a reading strength with evidence and two areas they need to work on with evidence, and the box at the bottom explains ways the students will build their reading power.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols with learning targets to assist ELLs in making connections.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Letter about my Reading Goals (30 minutes)</p> <ul style="list-style-type: none">• Display the anchor charts of Reading Superpowers (from previous lessons) and distribute the Mid-Unit 2 Assessment: How Can You Become a Powerful Reader? to each student.• After analyzing their strengths and needs and then setting goals about how to become more proficient and independent readers, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges, and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.• Students who finish early may read their independent reading book, review vocabulary, or reread one of the texts they have previously read in this module.	<ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions.
<p>B. Vocabulary: ABC Brainstorming (20 minutes)</p> <ul style="list-style-type: none">• After the students have completed their mid-unit assessment, gather them together whole group. Explain to the students that they will be brainstorming vocabulary related to reading, being a reader, and ways we become better readers.• Display the ABC Brainstorming chart on the interactive white board or document camera. Ask the students what they notice about the chart. Students should observe that there are many boxes, each with a letter of the alphabet in it. Explain to the students that they will brainstorm words related to reading and the work they have done so far to become a more proficient and independent reader, then sort the words they brainstorm by their beginning letters.• Model this for the students. Say: “Recently we have been working on increasing our reading stamina. <i>Stamina</i> is a word related to reading, so I will record <i>stamina</i> in the S box.” Invite the students to brainstorm a few more words related to reading and record them on the ABC Brainstorming chart. Explain to the students that they can record a word or phrases related to reading. For example, the phrase “independent reading books” could be recorded in box for the letter “I.”• Hand the students each an ABC Brainstorming chart. Allow the students to brainstorm and record words or phrases for 10 minutes. Then invite students to partner up to check each other’s words and phrases. Ask the students to circle words and phrases both partners recorded and add words or phrases that were different to their ABC Brainstorming charts.• Invite several students to share words or phrases that they brainstormed.	<ul style="list-style-type: none">• Providing a clear model supports students in understanding the thinking and the work they are expected to do.• Reviewing academic vocabulary assists all students developing academic language.• Providing a moment to think before sharing allows individuals to process independently.• Sharing with a partner helps students develop confidence before sharing with the whole class.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">As a Think-Pair-Share, ask: “Was it easy or challenging to write your letters today? Why?” As individuals share, acknowledge their response and invite other students to comment or ask questions based on the individual share. <p><i>Note: Review students’ informative letters to assess their progress toward the targets. Make copies of students’ completed letters so they may share them with the person to whom they wrote them.</i></p>	<ul style="list-style-type: none">ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.Sharing with a partner helps students develop confidence before sharing with the whole class.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tonight for homework, continue to read independently. Practice ways to build your reading power.	



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Grade 3: Module 1: Unit 2: Lesson 7

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Mid-Unit 2 Assessment:

Name:

Date:

You have read *Thank You, Mr. Falker* and *The Boy Who Loved Words* and have listened to a read-aloud of *The Incredible Book-Eating Boy*. You have also analyzed your individual reading information. Now, write an explanatory paragraph in which you describe your strengths and challenges as a reader and ways in which you will become a powerful reader. Use details, facts, and examples to help support your opinion. Be sure to use specific evidence from the books we have read to connect your own goals to Trisha, Selig, or Henry.



.....
Name:

.....
Date:

A	B	C	D
E	F	G	H
I	J	K	L
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Q	R	S	T
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EXPEDITIONARY
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Grade 3: Module 1: Unit 2: Lesson 8

Developing Reading Fluency: Criteria for Reading Aloud



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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"> I can identify the skills of a fluent reader. I can practice reading an excerpt from my independent reading book with fluency. 	<ul style="list-style-type: none"> Student Criteria recording form Fluent Reading Criteria checklist (completed after listening to individual students read)

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader : Audio Recording or Read-aloud (10 minutes) Work Time <ol style="list-style-type: none"> Whole Group Listen to Read-aloud (15 minutes) Generate Criteria for a Fluent Read-aloud (10 minutes) Whole Group Practice and Check-in against Criteria (10 minutes) Partner Practice with Check-in against Criteria (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework <ol style="list-style-type: none"> Practice reading a book or book excerpt aloud to someone. 	<ul style="list-style-type: none"> This lesson formally introduces the term <i>fluency</i> as a reading superpower; students, of course, have been building fluency throughout the module, so they may already know this term. For Work Time, Part A, an excerpt from <i>Thank You, Mr. Falker</i> may be a good option as a text to use here, since it is relevant in content (reading superpowers, specifically Trisha's fluency) and is short and familiar (from Lessons 1 and 2). This text also gives students a chance to attend to dialogue and punctuation as fluent readers. Remember that students will need their eyes on a copy of the text as you read. Note that this text is above the third-grade Lexile¹ range; use professional judgment and choose another text if necessary or appropriate. For Work Time, Part A: Choose an excerpt from the text <i>Thank You, Mr. Falker</i> that includes examples of dialogue and varied punctuation. For Work Time, Part D: Choose excerpts from a familiar class text (book or poem) at an appropriate Lexile range for students to practice fluent reading. Another option is to have students choose excerpts from their own independent reading books (as long as the texts are at an appropriate Lexile range). A Fluent Reading Criteria checklist is provided for you to use or share with students. Adapt as needed. Some vocabulary words may need to be clarified with students: <i>story teller</i>, <i>power</i>



Lesson Vocabulary	Materials
identify, skills, practice, excerpt, read-aloud, fluent, fluency, phrasing, rate, expression, punctuation, criteria	<ul style="list-style-type: none"> • A short poem of the teacher’s choice: audio recording and/or one copy per student • One or two excerpts from the text <i>Thank You, Mr. Falker</i> (refer to supporting materials for Lesson 1) • Chart paper for new Fluency Criteria anchor chart (teacher-created) • Identifying Criteria for a Fluent Reader • Fluent Reading Criteria Checklist • Markers • An excerpt from students’ individual independent reading books or a common class text (at an appropriate Lexile range)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader : Audio Recording or Read-aloud (10 minutes)</p> <ul style="list-style-type: none"> • Play an audio recording (or do a choral reading) of a short poem. (Options might include a poem from <i>I Am the Book</i>, compiled by Lee Bennett Hopkins, or use any poem with which students are familiar.) Invite students to clap and/or chant along as appropriate. • Share the first learning target: “I can identify the skills of a fluent reader.” Circle the words <i>identify</i>, <i>skills</i>, and <i>fluent</i>. Invite students to share out the meaning of <i>identify</i> (this is a familiar word from previous targets—anticipate definitions such as “name,” “see,” or “discover.”) Discuss the word <i>fluent</i> on a basic level: “It’s how we want our reading to sound when we read it aloud.” Tell them: “We will talk about the characteristics of a fluent reader later in the lesson.” Repeat with the second target: “I can practice reading an excerpt from my independent reading book with fluency,” attending to the words <i>practice</i>, <i>excerpt</i>, and <i>fluency</i>. • Ask: “Why might practicing reading aloud to others be a way for each of us to build reading power?” Students may share their ideas first with a partner using a Think-Pair-Share and then with the whole class. 	<ul style="list-style-type: none"> • Consider posting nonlinguistic symbols (e.g., two people talking for <i>discuss</i>, a pen for <i>record</i>, a magnifying glass for <i>details</i>, a lightbulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. • Check for comprehension of the question with ELLs, who may need clarification on words such as <i>might</i> or expressions such as <i>build reading power</i>.



Work Time	Meeting Students' Needs
<p>A. Whole Group Listen to Read-aloud (15 minutes)</p> <ul style="list-style-type: none">• Invite students into this fluency study: “We have discovered that one way readers build their reading power is by reading aloud to yourself and others. You have been practicing this as homework with some of the stories we have read. In a few days, each of you will read aloud a short text to demonstrate your reading superpowers. It is important that our reading is fluent so that the audience can understand the meaning. Fluency is another skill we will add to our reading powers. This will be fun and important work for us as readers.”• Remind them that they have been building their fluency in several ways in this module: by reading along during teacher read-alouds, by rereading, and by reading aloud to others or themselves (for homework).• Say: “As you are listening, please pay careful attention to what makes a fluent reader good. I am going to ask you at the end of the reading to identify what a fluent reader sounds like.” Check for student understanding of the task at hand.• Read the text excerpt aloud. Pause to re-engage students with their purpose. Then ask: “What does a fluent reader sound like?” Students either may write down what they hear or simply listen.	<ul style="list-style-type: none">• Audio recordings of text can aid ELLs in comprehension. Consider allowing ELLs exposure to the recording prior to instruction.• Check for comprehension with ELLs of words that most students would know (i.e., <i>fluent</i>, <i>text</i>). Have students document words in vocabulary logs or personal dictionaries, or keep the cards where they log vocabulary words on a ring.
<p>B. Generate Criteria for a Fluent Read-aloud (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Identifying Criteria for Fluent Reading handout to students.• Ask students to Pair-Share two ideas about what makes a fluent reader good. Listen in to identify students who use words that you want to include on a new Fluency Criteria anchor chart.• Guide students toward the characteristics of a fluent reader that will become your criteria list, and use picture clues or word clues to define any new vocabulary.• Suggested attributes are:<ul style="list-style-type: none">* Phrasing* Rate* Punctuation* Expression• Include the words that students might use to describe these words alongside the fluency vocabulary word (e.g., next to the word <i>rate</i> one might write “not too fast and not too slow”).• Students may create vocabulary cards with fluency terms.	<ul style="list-style-type: none">• In the Pair-Share, a sentence starter may assist ELLs in participating in the discussion.• Consider using nonlinguistic symbols throughout the module to represent: <i>fluency</i>, <i>phrasing</i>, <i>rate</i>, <i>punctuation</i>, and <i>expression</i>.



Work Time	Meeting Students' Needs
<p>C. Whole Group Practice and Check-in against Criteria (10 minutes)</p> <ul style="list-style-type: none">• Display another excerpt from <i>Thank You, Mr. Falker</i>, so all students can see it. Invite students to turn and talk about what they remember about the story. What was the main message or lesson? What did Trisha “want” and how did she overcome her challenges? Listen for students to comment on how Trisha worked hard to read.• Point out to students that Trisha had to learn several skills before she was really a reader. One was just to learn how to make sense of the words on the page (decoding). Another skill was the ability to read out loud so the words flowed. That’s fluency: what students will be practicing today.• Focus on examples of dialogue and varied punctuation. Read the passage aloud once to the class. Point out the words in the text as students listen in. Invite them to notice how conventions of writing (e.g., quotation marks, exclamation points, question marks) are fluency clues for readers.• As a whole class, reread the text as a choral read.• Ask students to think about how well the class did with the choral read. Identify a star (area of strength) and step (area of growth) as a whole group based on the criteria. Use sentence frames to support feedback such as: “I like how we _____,” and “I think we would be more fluent if we _____.”	
<p>D. Partner Practice with Check-in against Criteria (10 minutes)</p> <ul style="list-style-type: none">• If you choose, share with students the Fluent Reading Criteria Checklist (or something similar you have created or adapted).• Ask students to meet with a partner to practice reading fluently. They may choose to read either an excerpt from their individual independent reading books or an excerpt from a familiar whole class text. Encourage students to read the text together first and then take turns reading to one another.• After their practice, ask students to give verbal feedback to their partners using the star and step framework. Again, consider using similar sentence frames: “I like how you _____,” and “I think you would be more fluent if you _____.” <p><i>Note: Any text chosen for the partner practice should be at an appropriate Lexile range for each child.</i></p>	<ul style="list-style-type: none">• Consider partnering ELLs with students who can model English pronunciation. The practice of reading aloud with feedback from a partner whose L1 is English will assist students with language acquisition.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to silently reflect on how it went to read as partners. 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 their reflection using sentence frames: “I like how I _____” and “I would be more fluent as a reader if I _____.” Students can add their fluent reader goal to their other reading power goals.	<ul style="list-style-type: none">• Some students, including ELLs, may not understand the expressions “area of strength” or “area of growth” the first time. Use visuals to represent the <i>star</i> and <i>step</i> next to the sentence frame.
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 and a step on the fluency feedback form. <p><i>Note: For the opening of Lesson 9, choose a short poem about the power of reading. Consider using one of the poems from the book I Am the Book by Lee Bennett Hopkins (see Unit 1 Recommended Texts) or another favorite poem of your choice.</i></p>	



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Gade 3: Module 1: Unit 2: Lesson 8

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What does a fluent reader sound like?

1.

2.

3.

4.



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>				



EXPEDITIONARY
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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
<p>A. Engaging the Reader : Audio Recording or Read-aloud (5 minutes)</p> <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)	
<p>B. Fluent Reader Vocabulary Review (10 minutes)</p> <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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Grade 3: Module 1: Unit 2: Lesson 9

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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>				



EXPEDITIONARY
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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">• I can improve my fluency using feedback from others.• I can read the Helen Keller text fluently for an audio recording.	<ul style="list-style-type: none">• Fluent Reader Criteria list, completed by peer• End of Unit 2 Assessment

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader : Audio Recording or Read-aloud (3 minutes)B. Fluent Reader Vocabulary Review (7 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling: Giving Feedback Using a Criteria List (10 minutes)B. Partner Practice, Part 1 (15 minutes)C. Individual Rehearsal (10 minutes)D. Partner Practice, Part 2 (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. Homework<ol style="list-style-type: none">A. Practice your reading fluency.	<ul style="list-style-type: none">• 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.



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

Opening	Meeting Students' Needs
<p>A. Engaging the Reader : Audio Recording or Read-aloud (3 minutes)</p> <ul style="list-style-type: none"> • Play an audio recording (or engage in a choral reading) of a short poem 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. 	
<p>B. Fluent Reader Vocabulary Review (7 minutes)</p> <ul style="list-style-type: none"> • 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. • 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 poem from the hook of the lesson, modeling a particular element of fluent reading, and other students guess what the reader is demonstrating. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary in directions and learning targets. • Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* Taboo: Students describe the word on a flashcard to a partner, a team, or the whole class without saying the word itself.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.	<ul style="list-style-type: none">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.
Work Time	Meeting Students' Needs
<p>A. Modeling: Giving Feedback Using a Criteria List (10 minutes)</p> <ul style="list-style-type: none">Model how to use the criteria list, to help students picture clearly what it looks and sounds like to give feedback to peers.Invite a student who is at least a somewhat fluent reader, but not a superstar, to read the End of Unit 2 Assessment Text: Helen Keller 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 fluency criteria list.Ask students to Pair-Share what they saw and heard during the modeling. Create an anchor chart with this process.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.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.	<ul style="list-style-type: none">Modeling gives students a clear and understandable vision of the task at hand.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.
<p>B. Partner Practice, Part 1 (15 minutes)</p> <ul style="list-style-type: none">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.	<ul style="list-style-type: none">Collaboration supports students' engagement.
<p>C. Individual Rehearsal (10 minutes)</p> <ul style="list-style-type: none">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.	



Work Time (continued)	Meeting Students' Needs
<p>D. Partner Practice, Part 2 (10 minutes)</p> <ul style="list-style-type: none">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 _____."	<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.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">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."Ask students to Pair-Share. If time permits, have a few share with the whole group.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.	<ul style="list-style-type: none">Posting a sentence frame for the debrief may help students to answer the question.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">For students struggling with fluency, chunk the text and have them repeat one portion multiple times to build confidence.



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Grade 3: Module 1: Unit 2: Lesson 10

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.



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Grade 3: Module 1: Unit 3

Overview



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In this unit, students will explore how geography impacts readers' access to books. All instruction in this unit builds toward the final performance task for the module: an informative "Accessing Books around the World" bookmark. In the first part of the unit, students will read informational texts about world geography as they build vocabulary and understanding related to physical features and how physical characteristics of a region influence how people access books. Students then will explore external resources that support the power of reading, focusing on the important role of libraries.

Using the central text, *My Librarian Is a Camel*, students will read about less conventional ways to access texts and the heroic lengths librarians and community members make in order to help others build this power. Students will read about and gather details about one of the countries represented in *My Librarian Is a Camel* and write an informative paragraph that describes how readers in that

country access books. In the On-Demand Mid-Unit 3 Assessment, students will read a new excerpt from *My Librarian Is a Camel* and answer a series of text-dependent questions. They will then draw on this research in order to create their Accessing Books around the World bookmark. The creation of these bookmarks will be supported by the writing process, with a focus on producing writing in which the development and organization are appropriate to task and purpose. Students will have opportunities for critique and revision, culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. (Word processing the bookmark text is encouraged, but not required.) After students have completed their bookmark, they will complete an On-Demand End of Unit 3 Assessment in which they write a paragraph about a *different* librarian from *My Librarian Is a Camel*.

Guiding Questions And Big Ideas

- **How do people around the world access reading and books?**
- **How does reading give us power?**
- *People overcome great challenges in order to access books.*
- *Readers can learn about different cultures (people and places) through a variety of texts.*

Mid-Unit 3 Assessment

Answering Text-Dependent Questions about Librarians and Organizations around the World

This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.

End of Unit 3 Assessment

Answering Text-Dependent Questions about Librarians and Organizations around the World

This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during *My Librarian Is a Camel*: reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- World Geography
- Maps/globes
- All people in world communities need to learn, and they gain knowledge in similar and different ways.
- Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.

Central Texts

1. Heather Henson, *That Book Woman*, illustrated by David Small (New York: Atheneum Books for Young Readers, 2008); ISBN: 978-1-4169-0812-8 (Just one text for the teacher; introduced in Unit 1; revisited in Unit 3).
2. Monica Brown, *Waiting for the Biblioburro*, illustrated by John Parra (Emeryville, CA: Tricycle Press, 2011); ISBN: 978-1-58246-353-7. (Teacher copy only)
3. Margriet Ruurs, *My Librarian Is a Camel: How Books Are Brought to Children around the World* (Honesdale, PA: Boyds Mills Press, 2005); ISBN: 978-1-59078-093-0. (Teacher copy only)

Online Resources

“Library on a Donkey” video, www.youtube.com/watch?v=eQMh8_TD2dI, 5 min. 45 sec. (last accessed June 19, 2012).

“Waiting for the Biblioburro” video, www.youtube.com/watch?v=f_iXkTSsfZ4, 2 min. (last accessed June 19, 2012).

Spanish language newscast about the publication of *Waiting for the Biblioburro* and the story behind it, www.youtube.com/watch?v=5Y22zBs-YQs, 1 min. 12 sec. (last accessed June 19, 2012).



This unit is approximately 3-5 weeks or 17 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Building Background Knowledge about Physical Environment: What Makes It Hard for Some People to Get Books?	<ul style="list-style-type: none"> I can make connections between the events, ideas, or concepts in a text. (RL.3.3) I can explain how an illustration contributes to the story. (RL.3.7) I can distinguish between a narrator or character's point of view and my own. (RL.3.6) I can retell key ideas from an informational text. (RI.3.2) 	<ul style="list-style-type: none"> I can make connections between the challenges two characters face in a story. I can explain how the illustrations in <i>That Book Woman</i> help me understand the challenges faced by the characters. I can retell important ideas from the informational text "Physical Environments around the World." 	<ul style="list-style-type: none"> Partner discussion of text illustrations from characters' perspectives Partner discussion of questions after reading the informational text
Lesson 2	Reading Maps: Locating the Countries We Have Been Reading About	<ul style="list-style-type: none"> I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can use a physical map to find a variety of landforms and water features. I can use a world map to find the countries we have been reading about. I can explain to a classmate or teacher what I understand about the maps I am using. 	<ul style="list-style-type: none"> Exit ticket
Lesson 3	Close Reading of <i>Waiting for the Biblioburro</i> : Finding the Main Message and Taking Notes	<ul style="list-style-type: none"> I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3) I can describe how a character's actions contribute to the events in a story. (RL.3.3) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main message of <i>Waiting for the Biblioburro</i> by reading the text closely. I can describe what the librarian wanted and what he did. I can sort key details from <i>Waiting for the Biblioburro</i> into categories. I can discuss how the main message of <i>Waiting for the Biblioburro</i> is conveyed through key details. 	<ul style="list-style-type: none"> Close Read recording form



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 4	Continued Close Reading of <i>Waiting for the Biblioburro</i> : Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can prepare myself to participate in discussions. (SL.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can answer questions using details from <i>Waiting for the Biblioburro</i>. I can prepare for a discussion by finding similarities and differences between <i>Waiting for the Biblioburro</i> and another text we have already read. I can participate in a discussion with my peers to compare and contrast four stories on a similar topic. 	<ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i>: Questions from the Text <i>Waiting for the Biblioburro</i>: Finding Similarities and Differences recording form
Lesson 5	Paragraph Writing about <i>Waiting for the Biblioburro</i>	<ul style="list-style-type: none"> I can write an informative/explanatory text that has a clear topic. (W.3.2) I can develop the topic with facts, definitions, and details. (W.3.2) I can construct a closure on the topic of an informative/explanatory text. (W.3.2) I can write routinely for a variety of reasons. (W.3.10) 	<ul style="list-style-type: none"> I can plan my paragraph using an Accordion graphic organizer. I can write a topic sentence for a paragraph about the effort the librarian made in order to get books to the people of Colombia. I can support my topic with details. I can write a sentence to close my paragraph. 	<ul style="list-style-type: none"> Paragraph Writing Accordion graphic organizers Student paragraph
Lesson 6	Determining Main Idea Using Text and Illustrations: Accessing Books around the World	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) 	<ul style="list-style-type: none"> I can determine the main idea of an excerpt from <i>My Librarian Is a Camel</i> using evidence from the text and the illustrations. 	<ul style="list-style-type: none"> Using Evidence to Determine the Main Idea: Accessing Books around the World recording form



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 7	Close Reading of Excerpts from <i>My Librarian Is a Camel</i> : How Do People Access Books around the World?	<ul style="list-style-type: none"> I can determine the main idea of an informational text. (RI.3.2) I can retell key ideas from an informational text. (RI.3.2) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of a passage from <i>My Librarian Is a Camel</i> by using illustrations and reading the text closely. I can record key details from a passage of <i>My Librarian Is a Camel</i> into categories. I can discuss how the main idea in a passage from <i>My Librarian Is a Camel</i> is conveyed through key details. 	<ul style="list-style-type: none"> Recording form (based on excerpts about various countries in <i>My Librarian Is a Camel</i>)
Lesson 8	Group Discussion: Accessing Books around the World	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RL.3.1) I can explain what I understand about the topic being discussed. (SL.3.1) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can answer questions using details from <i>My Librarian Is a Camel</i>. I can discuss my opinion about a question with members of other groups. I can give reasons to support my opinion. 	<ul style="list-style-type: none"> <i>My Librarian Is a Camel</i>: Questions from the Text (for each student's country) Exit ticket
Lesson 9	Mid-Unit Assessment: Answering Text-Dependent Questions about Librarians and Organizations around the World	<ul style="list-style-type: none"> I can answer questions using specific details from the text. (RI.3.1) I can determine the main idea of an informational text. (RI.3.2) I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1) 	<ul style="list-style-type: none"> I can identify the main idea of a new excerpt from <i>My Librarian Is a Camel</i> by using illustrations and reading the text closely. I can record details from a new excerpt from <i>My Librarian Is a Camel</i> into categories. I can answer questions using details from a new excerpt from <i>My Librarian Is a Camel</i>. I can discuss how the main idea in a new excerpt from <i>My Librarian Is a Camel</i> is conveyed through key details. 	<ul style="list-style-type: none"> Mid-Unit Assessment recording form (based on excerpts from a new country in <i>My Librarian Is a Camel</i>) (RI.3.1, RI.3.2, W.3.8, and SL.3.1)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 10	Planning Writing: Making Notes for the Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) 	<ul style="list-style-type: none"> I can create a plan for my Accessing Books around the World informative paragraph. 	<ul style="list-style-type: none"> Paragraph Writing Accordion graphic organizer
Lesson 11	Writing a First Draft: Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) 	<ul style="list-style-type: none"> I can identify the criteria for a quality informative paragraph. I can write a quality first draft of an informative paragraph with a clear topic sentence that tells who my librarian or what my organization is. I can write an informative paragraph that describes my librarian or organization with specific facts and details. 	<ul style="list-style-type: none"> Students' first draft writing
Lesson 12	Revising: Developing Topic Sentences for My Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) 	<ul style="list-style-type: none"> I can revise my Accessing Books around the World informative paragraph to include a topic sentence that captivates my reader. I can revise my Accessing Books around the World informative paragraph to include important details about how my librarian or organization is special. 	<ul style="list-style-type: none"> Revisions of students' topic sentence and details
Lesson 13	Revising: Strong Conclusions for My Accessing Books Around the World Informative Paragraph	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) 	<ul style="list-style-type: none"> I can revise my Accessing Books around the World informative paragraph for a conclusion that wraps up the paragraph for my reader. I can use feedback and criteria to revise my paragraph. 	<ul style="list-style-type: none"> Students' conclusion revisions Students' paragraph drafts
Lesson 14	Revising My Accessing Books around the World Informative Paragraph for a Hook to Captivate My Reader (Optional Lesson)	<ul style="list-style-type: none"> I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can write an informative text. (W.3.2) 	<ul style="list-style-type: none"> I can revise my Accessing Books around the World informative paragraph for a "hook" that captivates my reader. 	<ul style="list-style-type: none"> Students' paragraph hooks



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 15	Editing and Publishing: Accessing Books around the World Informative Paragraph	<ul style="list-style-type: none">• I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)• I can use conventions to send a clear message to my reader. (L.3.2)	<ul style="list-style-type: none">• I can write a final draft that reflects craftsmanship.• I can use correct capitalization in my writing.• I can use correct end punctuation in my writing.• I can spell grade-appropriate words correctly.• I can use resources to check and correct my spelling.	<ul style="list-style-type: none">• Final published paragraph
Lesson 16	Illustrating: Geography Icon	<ul style="list-style-type: none">• I can write an informative text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)	<ul style="list-style-type: none">• I can create a quality illustration that helps the reader understand my Accessing Books around the World paragraph.	<ul style="list-style-type: none">• Student illustration and list of geographical features about the region
Lesson 17	On-Demand End of Unit Assessment and Bookmark Celebration	<ul style="list-style-type: none">• I can write an informative text. (W.3.2)• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)	<ul style="list-style-type: none">• I can write a new informative paragraph about how people help deliver books to children in remote and difficult places.• I can read my Accessing Books around the World bookmark fluently to my audience.	<ul style="list-style-type: none">• End of Unit Assessment (informative paragraph) (W.3.2)• Student presentation of bookmark



Optional: Experts, Fieldwork, And Service

- Experts: Interview local librarians.
- Fieldwork: Visit the community library.
- Service: Send books/bookmarks to children in other countries; donate bookmarks to school/community library.

Optional: Extensions

- Art: Create a bookmark illustration and layout.
- Technology: Create a digital archive of bookmarks; create illustrations and bookmark layout; type text for bookmark.
- Writing: Narrative Writing: Students imagine they live in one of the countries they studied and write a story that describes how they access books.



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Grade 3: Module 1: Unit 3

Recommended Texts



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Unit 3 focuses on how geography impacts readers' access to books in many regions of the world. The list below includes works with a range of Lexile® text measures. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demands. Where possible, materials in languages other than English are also provided.

Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (under 420L)			
<i>School in Many Cultures</i>	Heather Adamson (author)	Informational text	220
<i>Mi Escuela/My School</i>	George Ancona (author/photographer), Alma Flor Ada and F. Isabel Campoy (translators)	Informational text	260
<i>Same, Same, but Different</i>	Jenny Sue Kostecki-Shaw (author/illustrator)	Informational text	480*
<i>This Is the Way We Go to School: A Book about Children around the World</i>	Edith Baer (author), Steve Bjorkman (illustrator)	Informational text	360
<i>Freedom School, Yes!</i>	Amy Littlesugar (author), Floyd Cooper (illustrator)	Literature	390
<i>School in Many Cultures</i>	Heather Adamson (author)	Informational text	220
<i>Mother Teresa</i>	Candice F. Ranson (author), Elaine Verstraete (illustrator)	Informational text	390



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (420–820L)			
<i>Tomás and the Library Lady</i>	Pat Mora (author), Raul Colón (illustrator)	Literature	440
<i>One Green Apple</i>	Eve Bunting (author), Ted Lewin (illustrator)	Literature	450
<i>Inside the Books: Readers and Libraries around the World</i>	Toni Buzzeo (author), Jude Daly (illustrator)	Informational text	540*
<i>Elizabeth's School</i>	Stephanie Stuve-Bodeen (author), Christy Hale (illustrator)	Literature	590
<i>How I Learned Geography</i>	Uri Shulevitz (author/illustrator)	Literature	660
<i>The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl*</i>	Ma Yan (author), Lisa Appignanesi (French translator), He Yanping (Mandarin translator)	Biography	720
<i>Listen to the Wind: The Story of Dr. Greg and Three Cups of Tea</i>	Greg Mortenson and Susan L. Roth (authors), Susan L. Roth (illustrator)	Informational text	740
<i>The Day of Ahmed's Secret</i>	Florence Parry Heide and Judith Heide Gilliland (authors), Ted Lewin (illustrator)	Literature	810
<i>Give a Goat</i>	Jan West Schrock (author), Aileen Darragh (illustrator)	Literature	810

* Also available in French as *Le journal de Ma Yan: La vie quotidienne d'une écolière chinoise*, translated from the original Mandarin by He Lanping.



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 820L)			
<i>The Dream on Blanca's Wall: Poems in English and Spanish/ El sueño pegado en la pared de Blanca: poemas en inglés y español</i>	Jane Medina (author), Robert Casilla (illustrator)	Poetry	TK
<i>Alia's Mission: Saving the Books of Iraq</i>	Mark Alan Stamaty (author/illustrator)	Informational text	850
<i>Three Cups of Tea (The Young Reader's Edition)</i>	Greg Mortenson and David Oliver Relin (authors), Sarah Thomson (adapter)	Informational text	910
<i>Give Me Liberty!: The Story of the Declaration of Independence</i>	Russell Freedman (author)	Informational text	1070

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Grade 3: Module 1: Unit 3: Lesson 1

Building Background Knowledge About Physical Environment: What Makes it Hard for Some People to Get Books?



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

I can make connections between the events, ideas, or concepts in a text. (RL.3.3)
I can explain how an illustration contributes to the story. (RL.3.7)
I can distinguish between a narrator or character's point of view and my own. (RL.3.6)
I can retell key ideas from an informational text. (RI.3.2)

Supporting Learning Targets

- I can make connections between the challenges two characters face in a story.
- I can explain how the illustrations in *That Book Woman* help me understand the challenges faced by the characters.
- I can retell important ideas from the informational text "Physical Environments around the World."

Ongoing Assessment

- Partner discussion of text illustrations from characters' perspectives
- Partner discussion of questions after reading the informational text



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Transition into Unit 3: Interactive Read-aloud of <i>That Book Woman</i> (15 minutes)Work Time<ol style="list-style-type: none">Role-play with Illustrations (10 minutes)Reading Informational Text: Physical Environments around the World (25 minutes)Closing and Assessment<ol style="list-style-type: none">Pairs Share (5 minutes)Debrief (5 minutes)Homework<ol style="list-style-type: none">Look through books in your classroom, school, or local library, or in your collection at home. Find one about a real place in the world. What are some of the landforms and water features there? What is the climate like? What might the lives of people who live in that environment be like? Discuss this with an adult at home.	<ul style="list-style-type: none">This lesson is designed to be a bridge from the idea of overcoming personal obstacles to overcoming obstacles in the physical environment that make it hard to access books. <i>That Book Woman</i> involves characters who struggle with both types of obstacles. This leads into an informational text in the latter part of the lesson that helps students build background knowledge about environments around the world. This lays the foundation for later work in the unit involving research into how people around the world overcome the physical obstacles to accessing books.In advance: Reread <i>That Book Woman</i> to determine appropriate stopping points for the interactive read-aloud (for lesson opening).The read-aloud is intentionally interactive, since students have already read <i>That Book Woman</i> multiple times.In advance: prepare sets of illustrations from <i>That Book Woman</i>. See materials, below, and Work Time A for details about the sorts of illustrations to select and prepare.In advance: prepare photos of various environments around the world (from books, magazines, etc.) See materials, below.



Building Background Knowledge About Physical Environment: What Makes it Hard for Some People to Get Books?

Lesson Vocabulary	Materials
obstacles, challenges, overcome, perspective, role, face (challenges), physical environment, remote, valley, mountain, gulley, distance, climate, landforms, desert, mountains, rivers, arctic, coast, island	<ul style="list-style-type: none"> • <i>That Book Woman</i> (book; teacher copy only; also used in Unit 1) • Document camera (to project the pictures and text for all to see) • Sets of illustrations from <i>That Book Woman</i>. Two of Cal struggling with personal obstacles and two of Book Woman struggling with geographic/physical obstacles (one set per pair of students) • Handout: “Physical Environments around the World” (68oL/53oL) • Photos of various environments around the world (from books, magazines, etc.) that clearly show some landforms and some indication of climate (weather, season, etc.). One picture per pair of students. • Physical Environments around the World (directions and Discussion Questions) (one per student) • Sticky notes (optional)

Opening	Meeting Students’ Needs
<p>A. Transition into Unit 3: Interactive Read-aloud of <i>That Book Woman</i> (15 minutes)</p> <ul style="list-style-type: none"> • Show students the cover of <i>That Book Woman</i>. Remind them of the work they did with the text in Unit 1 and how the main character, Cal, had to overcome some personal obstacles in order to learn to read. • Ask students to examine the illustration on the book cover. Ask: “What do you notice about Cal compared to his sister?” • Give students time to think, then share with a partner. Invite contributions. Listen for students’ comments about Cal’s body language—define this term if needed. Explain: “Cal had to overcome some personal obstacles before he could learn to read. That means there were things going on inside him that made the idea of reading books hard.” • Invite students to turn and talk about some of the things they remember from the story that Cal was struggling with. Students may say things such as: “He was embarrassed.” • Point out the picture of the “Book Woman” on the cover. Remind students of this other important character and how she would bring books to Cal’s family. Explain: “Not only were there some things going on inside of Cal that were obstacles to his reading, but it was also really hard for him to get books. It wasn’t easy for this Book Woman to get to him and his family. There were some obstacles that she had to overcome.” 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols, such as a person trying to move a rock for the concept of <i>personal obstacles</i>.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that in this lesson, students will experience the story again, but that this time they will either pay attention to Cal or to the Book Woman. Encourage students to pretend that they actually are that character. “What obstacles or challenges do you face in this story?”• Clarify the idea of taking the perspective of a character. Explain: “While we cannot actually become someone else, we can role-play. In other words, we can pretend to be that person, like an actor does. When we do that, we have to take on the character’s <i>perspective</i>, or way of looking at things. In other words, we have to imagine what they would think and how they would feel. For example, if I took on the role of someone who was afraid of trying something new, I would have to act like I am nervous and afraid, even if I am actually a person who loves to try new things. I would be role-playing someone else, and taking their perspective.• Pair students up. Assign one partner to play the role of Cal. The other partner should play the role of the Book Woman.• Post and read the supporting learning target: “I can make connections between the challenges two characters face in a story.” Explain that as students listen to the read-aloud, they should try to put themselves in the shoes of their character: “What obstacles do you face? How do you overcome them?”• Be sure to clarify that <i>face</i> in this context means “have to deal with,” or “encounter.” Ask students to try to define <i>obstacle</i> and <i>overcome</i>. If necessary, provide these definitions again.• Read <i>That Book Woman</i> aloud. Stop at the end of the first page and ask the “Cal” students to quickly tell their “Book Woman” partners where they live. Write the word <i>remote</i> on an easel, and clarify that Cal lives in a <i>remote</i> place, meaning that it is far away and hard to get to.• Continue reading, stopping periodically and asking the Cals to tell the Book Women about themselves and what they are feeling and/or thinking.• Encourage the Cals to support their statements with evidence from the book or pictures. For example, on the third page of text, Cal might say: “I feel really uncomfortable about Lark being such a reader. See how my face looks when I’m watching her reading on the porch.”• As the Book Woman enters the story, encourage the Cals to share their disbelief that she would travel “clear up the mountainside! A hard day’s ride and all for naught, I reckon” since they have nothing to pay her with (page 7).• As the read-aloud progresses, continue to periodically stop and have the Cals and Book Women dialogue with each other.	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Be sure that the Book Woman characters have a chance to tell the Cals about the trips they make to get to his home. “What is it like for you to get the books to Cal?” Remind students to refer to details from the text as they answer.• After the 13th page of text, where Cal thinks about how brave the Book Woman is and wonders what “makes that Book Woman risk catching cold or worse,” have the Cals share their thoughts with their Book Woman and ask her why she takes that risk.	
Work Time	Meeting Students' Needs
<p>A. Role-play with Illustrations (10 minutes)</p> <ul style="list-style-type: none">• Point out the second learning target, and read it aloud: “I can explain how the illustrations in <i>That Book Woman</i> help me understand the challenges faced by the characters.”• Review terms such as <i>illustrations</i> and <i>challenges</i> as needed.• Ask students to look at sets of illustrations from the book (two or three that show a picture of Cal and his personal obstacles to reading, and two or three of Book Woman and the physical/geographic obstacles she faces in getting books to Cal’s family).• Have each child in the pair take a few moments to silently look at his or her character’s pictures.<ul style="list-style-type: none">* “What specific details in the illustration show challenges?”• Have students talk to each other, in character, explaining how the illustrations show the challenges they each face.	<ul style="list-style-type: none">• If appropriate, students can circle or star information from the picture that they want to share. Sticky notes are another way for students to record that same information.
<p>B. Reading Informational Text: Physical Environments around the World (25 minutes)</p> <ul style="list-style-type: none">• Gather everyone whole group. Ask: “What made it challenging for Book Woman to get to Cal and his family?” After a few students share, follow up with: “Is that the only place in the world where it might be hard to get books to people?” Ask the class to think about other places where it might be hard to get books to people. Give students time to think, then have a few share aloud, encouraging them to clearly describe what the place is like.• Begin a running list of vocabulary related to the physical environment that comes up throughout the remainder of the lesson. This list will include <i>valley</i>, <i>mountain</i>, <i>gulley</i>, <i>distance</i>. Include other words that students offer if they are appropriate.	<ul style="list-style-type: none">• The text “Physical Environments around the World” is written at two different Lexile ranges. Use the appropriate text for each student.• Post this list of vocabulary in the classroom to refer and add to throughout the remainder of the unit.



Building Background Knowledge About Physical Environment:
What Makes it Hard for Some People to Get Books?

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Explain that in this next part of the lesson, students will read an informational text that will give some background information about different kinds of physical environments around the world. While they read it, they should think about what <i>physical environment</i> means. They should also think about the obstacles to getting books that people who live in different environments might face.• Distribute the “Physical Environments around the World” text and Physical Environments around the World (directions and discussion questions) to pairs.• Read the directions together (including the supporting target: “I can retell key ideas from an informational text”).<ul style="list-style-type: none">* Students read the text aloud.* Students reread silently.* Students identify key vocabulary.* Students discuss questions with their partner. <p>When students finish the text and questions, they should be given a picture of a physical environment and complete the task described in the directions.</p>	<ul style="list-style-type: none">• Consider providing pictures of some of the landforms or other relevant terms described in the text for ELLs or other students who might require that support.



Closing and Assessment	Meeting Students' Needs
<p>A. Pairs Share (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together as a whole group with their pictures. Ask two groups of partners to share their pictures with each other. They should tell what landforms, water features, and climate are in the picture, what obstacles in the physical environment might make it hard to get books, and how those obstacles might be overcome.	
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to think about what they did today with <i>That Book Woman</i>. Invite students to Think-Pair-Share how taking on the role of Cal and the Book Woman helped them better understand the challenges they faced.• Remind the class: “In the opening of the informational text, it says, ‘All around the world, the way that people live is closely connected to their physical environment. The landforms, and the temperature, the seasons, and the amount of rainfall in a place are all important parts of its physical environment.’”• Help students to recall that the physical environment made it challenging to get books to Cal and his family. Explain that during this final unit, they will be reading about places around the world where it is a challenge to get books. In addition, they will learn about people like the Book Woman, who go to heroic lengths to get books to them. Ask students to briefly Think-Pair-Share their predictions about other characteristics of the physical environment that might make it challenging for people to access books.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Look through books in your classroom, school, or local library, or in your collection at home. Find one about a real place in the world. What are some of the landforms and water features there? What is the climate like? What might the lives of people who live in that environment be like? Discuss this with an adult at home. <p><i>Note: Gather a variety of world, New York State, and United States maps that clearly show land and water information (i.e., deserts, mountains, rivers, etc.).</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 1

Supporting Materials



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(680 Lexile Level)

Introduction

All around the world, the way that people live is closely connected to their **physical environment**. The **landforms**, and the temperature, the seasons, and the amount of rainfall in a place are all important parts of its **physical environment**. Some places around the world, such as the Arctic, are very cold all year round. What do you think people who live there wear? Probably not T-shirts and shorts! If you're thinking warm clothing, you're right!

Climate

Climate is how hot or cold, wet or dry a place is. Some places have a climate that changes with the season. For example, here in New York State, our summers are usually hot. We do get some rain, but it doesn't happen every day. Our winters are cold. In some parts of New York State we get lots of snow in winter. Spring and fall are not too hot or too cold. We usually get some rain during those seasons.

There are some places in the world where it is always hot. Most of those places are near the **equator**. Some of those hot places are also very dry. These hot, dry, places are called **deserts**. The Sahara desert in Africa is a great example of a place like this. Other hot places can be very rainy. Indonesia is a great example of a place like this.

Remember those people who live in the Arctic? They live in cold climates. Even though it is cold, it is very dry, and if the air is dry, there will be no moisture in the air to make snow. In fact, it gets so cold (below 14° F (–10° C)) that it hardly ever snows! It is a cold desert. The reason why you see snow in pictures of these places is that when it does sometimes get warm enough to snow, the temperature never gets high enough to melt the snow, so the snow stays there year after year.

Landforms and Water Features

Mountains, valleys, hills, forests, cliffs, and plains are all examples of landforms. In some parts of New York State, there are many mountains, hills, and forests. Some parts of New York State are very flat. Some places around the world, like Afghanistan, have a lot of mountains. Other places, like the grasslands of Africa, are very flat.

Oceans, rivers, waterfalls, lakes, and bays are all examples of water features. You can find all of these water features in New York State! Some places around the world, like Finland, are right on the ocean. It has a long coast, where the water meets the land.



Summary

The **climate, landforms,** and water features of a place are important parts of their **physical environment**. All around the world, there are lots of different kinds of **physical environments**. Think about this: What would living near an ocean be like? How about living in a desert? What about living high up in the mountains? Would life be exactly the same in all these places?

¹Written by Expeditionary Learning for Instructional Purposes. Adapted from *Junior Classroom Atlas* (Rand McNally & Company, 2001), ISBN: 978-0-528-17734-7. Lexile: 680.

(530 Lexile Level)

Introduction

There are many different **physical environments** all around the world. **Physical environment** means things like the land, temperature, seasons, and rainfall in a place. Some places around the world are very cold all year. The Arctic is like this. What do you think people in the Arctic wear? Not T-shirts and shorts!

Climate

Climate is how hot or cold, wet or dry a place is. In some places the climate changes each season. Think about New York State. Our summers are often hot. We get some rain, but it doesn't rain every day. Our winters are cold. In some parts of New York State we get a lot of snow. Spring and fall are not too hot or too cold. We often get rain in the spring and fall.

Some places in the world are very hot all year. Most of those places are near the **equator**. Some of those places are also very dry. The hot and dry places are called **deserts**. The Sahara Desert in Africa is a good example. Some hot places can be rainy. Indonesia is a good example.

Remember those people who live in the Arctic? It is a cold climate. It is so cold that it doesn't snow much! But when it does snow, the snow never melts, so snow is always on the ground. It is also very dry. It is a cold desert.

Landforms and Water Features

Some examples of **landforms** are mountains, valleys, hills, forest, cliffs, and plains. There are many mountains, hills, and forests in New York State. Some parts of New York State are very flat. Some places around the world have mountains. Afghanistan has a lot of mountains. Other places are very flat. The grasslands of Africa are flat.

Some examples of water features are oceans, rivers, waterfalls, lakes, and bays. You can find all of these in New York State! Some places around the world are right on the ocean. Finland is on the ocean. It has a long coast, where the water meets the land.

Summary

The **climate**, **landforms**, and water features of a place are important parts of the **physical environment**. There are lots of different **physical environments** around the world. What would living near an ocean be like? What would living in the mountains be like? What would living in a desert be like? Would life be the same in all those places?



.....
Name:

.....
Date:

Target

I can retell key ideas from an informational text.

Directions

- * Read the informational text “Physical Environments around the World” aloud with your partner.
 - * Then reread on your own, silently.
 - * Identify key vocabulary.
 - * After you have finished reading the text twice, work together to complete the follow steps:.
1. Tell your partner three important details from the text. Explain why you think they are important.
 2. Discuss the four questions mentioned in the last paragraph.
 3. Look at the picture you have been given and discuss:
 - a. The landforms and water features in the picture
 - b. What you think the climate must be like
 - c. What obstacles to getting books someone living in this environment might have
 - d How those obstacles might be overcome



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 2

Reading Maps: Locating the Countries We Have Been Reading About



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

I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can use a physical map to find a variety of landforms and water features.
- I can use a world map to find the countries we have been reading about.
- I can explain to a classmate or teacher what I understand about the maps I am using.

Ongoing Assessment

- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Homework Share and Where Did Cal Live? (5 minutes)Reading Maps: Where Is Appalachia? (10 minutes)Work Time<ol style="list-style-type: none">Reading Maps: Scavenger Hunt (20 minutes)Group Share (5 minutes)Clue Cards (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Exit Ticket: Three Things I learned about Reading Maps (5 minutes)Homework<ol style="list-style-type: none">Find a book that has a map in it. You can look in our classroom library, the school library, your local library, or at home. Examine the map closely. Does it have a key? What are some of the physical features that are shown on the map?	<ul style="list-style-type: none">This lesson is meant to engage students in exploring and working with maps. While they will not master map reading with just one lesson, they will begin to develop some background knowledge about how maps give information about a place. In addition, discussing how maps support understanding of informational texts lays important groundwork for the research students will do later in this unit. Map reading needs to be reinforced during other times of the day beyond this ELA block.



Lesson Vocabulary	Materials
landforms, physical environment, political map, topographical map, continent, compass rose, key	<ul style="list-style-type: none"> • <i>That Book Woman</i> (book; teacher copy only) • One large map of the United States and one of New York State (large enough for all students to see) • Reading a Map anchor chart (one per student) • Multiple maps of the United States, New York State, and the world. All maps should have a key or other way (e.g., colors in physical maps) for students to identify important physical features such as rivers, mountains, deserts, etc. • “Physical Environments around the World” (680L/530L) (from Lesson 1) • Map Scavenger Hunt (one per student) • Exit Ticket: Three Things I Learned about Reading Maps (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Homework Share and Where Did Cal Live? (5 minutes)</p> <ul style="list-style-type: none"> • Briefly review the homework task in which students found a book about a real place and discussed the physical features, climate, and people who live there with someone at home. Invite students to partner up with one another and share the information from their homework. • Remind the class of the work in Lesson 1 about That Book Woman. Ask: “Where did Cal live?” • Invite students to briefly turn and talk with a partner, then share out. Emphasize that Cal lived in a remote place, and the physical environment where he lived made it hard to get books. • Have students Think-Pair-Share about the obstacles that made it challenging for the Book Woman to get to him and about why she might have taken those risks. Have a few students share aloud. • Remind the class that the story of <i>That Book Woman</i> is based on real events. Read aloud the inside cover of the book, which gives a few lines about the Pack Horse Librarians. Explain that the setting of the Book Woman is a real-world place called Appalachia. 	<ul style="list-style-type: none"> • If there are students in the class who were born in another country, find those countries on the world map.



Opening (continued)	Meeting Students' Needs
<p>B. Reading Maps: Where Is Appalachia? (10 minutes)</p> <ul style="list-style-type: none">• Show a large map of the United States. Discuss the title, and ask them to share some things they know about maps. Be sure to point out important features on the map such as the compass rose, key, borders between states, and ways in which important landforms and water features are shown.• Find Appalachia on the map and point out the way in which the physical environment that was described in <i>That Book Woman</i> (i.e., rivers and mountains) is shown on the map.• Share a map of New York State. Point out how the map shows some of the important physical features of our state. Find your community and discuss any physical features that might be represented on the map.• Use the Reading a Map anchor chart to record a running list of elements of maps and map reading that students notice throughout this lesson. Briefly explain the difference between a physical map (which shows features of the physical environment) and political maps (which simply show the borders between countries, states, and other land divisions [boroughs, counties, districts, provinces, or townships] and the locations of major cities).	<ul style="list-style-type: none">• This anchor chart can be used in Social Studies lessons in a variety of ways: to categorize what students have learned, inform lessons, or inspire further work with maps.
Work Time	Meeting Students' Needs
<p>A. Reading Maps: Scavenger Hunt (20 minutes)</p> <ul style="list-style-type: none">• Explain to students that today they will have the opportunity to dive in and explore more about how to read maps with a partner.• Distribute the Mapping Scavenger Hunt instructions along with the informational text “Physical Environments around the World” (from Lesson 1).• Read the directions for the hunt together, including the learning targets. Remind students of expectations for discussion, including taking turns, making sure that both partners are heard, asking questions of each other if something that has been said isn't clear, etc.• Before students begin the hunt, have them give some thought to this question: “How can a map help us understand informational texts, such as the one we read yesterday, about different countries or places in the world?” After a moment, have them turn to a peer nearby and share their thoughts on the question.• Have students complete the scavenger hunt. Circulate among the pairs and take note of elements of map reading that come up. These can be brought up in the group discussion after the scavenger hunt (described below).	



Work Time (continued)	Meeting Students' Needs
<p>B. Group Share (5 minutes)</p> <ul style="list-style-type: none">• Gather students back together in a whole group. Discuss what they noticed during the scavenger hunt. Add relevant ideas to the Reading a Map anchor chart. Allow students to generate the ideas, and know that they will keep thinking about maps for several more days, so it is fine if their thinking is preliminary and incomplete at this point. Students' comments might include ideas such as "Some maps include historic places," "The scale is not the same on every map," "Some maps use symbols; others use colors to show physical features," etc. Other ideas that come up, such as "There are lines running north and south and others running east and west," can be briefly defined here (e.g., latitude and longitude).	<ul style="list-style-type: none">• These clues can be shared aloud, or placed on an overhead or chart paper in a bulleted or numbered list. This can become a card game that can be left in the classroom to be played by students, or used as a whole group quick activity during short downtimes.
<p>C. Clue Cards (10 minutes)</p> <ul style="list-style-type: none">• Students work on their own or in pairs. Ask them to look at their world map and choose a country somewhere in the world. They can choose whatever country they want.• Challenge students to make a "clue card" consisting of a list of clues that will allow someone else in the class to find the country.• Share an example such as: "This country is in the continent of North America. It is north of the United States. It is bordered on the east by the Atlantic Ocean and on the west by the Pacific. There are many lakes, rivers, and mountains. The Rocky Mountains run through the western part of this country." Guide students toward naming the answer: Canada.• Once students have written their clue cards, they can swap with partners and use the map to find the country, or this can be done at a different time during the day.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Point out the informational text “Physical Environments around the World” that students read during Lesson 1. Revisit the question:<ul style="list-style-type: none">* “How does looking at maps help us understand informational texts like this one?”Have students turn and talk, and cold call a few students to share what their partner said.	
<p>B. Exit Ticket: Three Things I Learned about Reading Maps (5 minutes)</p> <ul style="list-style-type: none">Have students complete the exit ticket. Explain that they are not simply listing three things they found, but rather they are listing three things they learned about reading a map. For example: “Look for the colors on the map to know where deserts, forests, and rivers are,” or “The compass rose tells where north, south, east, and west are on the map.”	<ul style="list-style-type: none">When asking ELLs to produce language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Find a book that has a map in it. You can look in our classroom library, the school library, your local library, or at home. Examine the map closely. Does it have a key? What are some of the physical features that are shown on the map?	



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Grade 3: Module 1: Unit 3: Lesson 2

Supporting Materials



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.....
Name:

.....
Date:

Learning Targets

I can use a physical map to find a variety of landforms and water features.

I can use a world map to find the countries we have been reading about.

I can explain to a classmate or teacher what I understand about the maps I am using.

Directions

As you complete each item, be sure to check it off!

1. Find a compass rose on one of the maps.
2. Find the Equator on a world map.
3. Find a map key.
4. The world is made up of land and water. Continents are the largest bodies of land. Oceans are the largest bodies of water.

Use a world map to find the seven continents:

- A. North America
- B. South America
- C. Africa
- D. Europe
- E. Asia
- F. Australia
- G. Antarctica



Directions

Use a world map to find the following oceans:

- A. Pacific
- B. Atlantic
- C. Indian
- D. Arctic



5. Find the following somewhere on a map:

- A. Desert Areas
- B. Mountains
- C. Rivers
- D. Islands

6. Look at the information text “Physical Environments around the World.” Find the landforms and countries you read about. List them here:

7. Use a map of New York State to find:

- A. New York City
- B. Albany (the capital of New York State)
- C. Niagara Falls
- D. Mountains
- E. Lakes
- F. Rivers

8. Find the countries we read about:

- A. Afghanistan
- B. Iraq
- C. Chad



9. Look carefully at the landforms and water in one of those three countries. What is the physical environment like these?

10. Explore the maps!



.....
Name:

.....
Date:

Today I explored maps. Here are three things I learned about reading maps:

1.

.....

2.

.....

3.

.....



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 3

Close Reading of *Waiting for the Biblioburro*: Finding the Main Message and Taking Notes



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

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in a story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main message of *Waiting for the Biblioburro* by reading the text closely.
- I can describe what the librarian wanted and what he did.
- I can sort key details from *Waiting for the Biblioburro* into categories.
- I can discuss how the main message of *Waiting for the Biblioburro* is conveyed through key details.

Ongoing Assessment

- Close Read recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader and Building Fluency: Read-aloud of <i>Waiting for the Biblioburro</i> (5 minutes) Unpacking the Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Rereading on Your Own: Capturing the Gist (25 minutes) Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (5 minutes) Homework <ol style="list-style-type: none"> Tonight at home, tell someone the story of the Biblioburro. Continue reading your own independent reading book. 	<ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i> is narrative nonfiction: a story about real people and actual events. Students have read other narrative nonfiction in this module: <i>Rain School</i> and <i>Thank You, Mr. Falker</i>. This lesson provides a bridge, helping students move to nonfiction. Students will begin to think about how they can collect information from different types of texts. The lessons that follow will focus on more typical informational text used to help students start shifting from narrative to narrative nonfiction; students' next step will be to informational texts. In advance: Because <i>Waiting for the Biblioburro</i> is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts. For finding the meaning of words in context, use some of the Spanish vocabulary found in <i>Waiting for the Biblioburro</i>. Review: Helping Students Read Closely (Appendix 1).

Lesson Vocabulary	Materials
access, abecedario, biblioteca, burro, cuento, qué bueno	<ul style="list-style-type: none"> <i>Waiting for the Biblioburro</i> by Monica Brown (book; teacher copy only) Document camera and projector Excerpts from <i>Waiting for the Biblioburo</i>, by Monica Brown (see Teaching Note, above; one per student) Close Read recording form (one per student) Sticky notes World map



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>Waiting for the Biblioburro</i> (5 minutes)</p> <ul style="list-style-type: none">• Pair students up and invite them to briefly share the map exploration they completed for homework. Did their maps have keys? What physical features did they see on their maps? If time permits, ask a few students to share their map discoveries.• Tell students that today they are going to be hearing and reading a new story called Waiting for the Biblioburro, by Monica Brown; tell students that this story is going to look very similar to the stories they've read already.• Help students to begin thinking about the difference between fiction and nonfiction. Remind them that some of the stories they have read were <i>fiction</i>: a made-up story (such as <i>That Book Woman</i>). Invite students to turn and talk about this key term <i>fiction</i>.• Point out that a story can be made up even if it is based on real events: There really were pack librarians who brought books to people in rural Kentucky. But Cal and his family are <i>fictional</i> characters.• Remind students that other stories they have read were based on real events, with real characters (such as <i>Rain School</i> or <i>Thank You, Mr. Falker</i>).• Tell them that today they will be reading a true story about a real person. It actually happened! So, they could read it for the story of it. And they can also be reading it to learn more about the topic.• Note: Emphasize this shift from narrative to narrative nonfiction, as students' next step will be to informational texts. <i>Waiting for the Biblioburro</i> should be a "bridge text" into this, and an introduction collecting new types of information.• Orient students to the world map: "Before I read this book to you, I would like to show you the country on the map where <i>Waiting for the Biblioburro</i> takes place." Place a marker with the book title on Colombia on the world map. Ideally use a map that shows the physical environment of South America.• Project the book <i>Waiting for the Biblioburro</i> and read the entire text slowly, fluently, without interruption. If students get excited and want to talk about the text, remind them: "Just as with the other books we have read, you will have a chance to reread this story and talk about it today and tomorrow."	<ul style="list-style-type: none">• Allowing students to see the text and illustrations will aid them in their comprehension.• If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by the entire class.• Use of the following videos might help with building background knowledge:<ul style="list-style-type: none">* "Library on a Donkey" video* "Waiting for the Biblioburro" video* Also video on PBS: www.pbs.org/pov/biblioburro• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.



Opening (continued)	Meeting Students' Needs
	<ul style="list-style-type: none">• Be culturally aware of students' home countries. If a student is from Colombia, ask him or her to share about how they got books in Colombia.
B. Unpacking the Learning Targets (5 minutes) <ul style="list-style-type: none">• As usual, unpack the learning targets as needed. Students should be quite familiar with many of these targets from previous lessons. Read the targets aloud, one at a time, and have students show a quick Fist to Five to indicate how well they understand the targets. Address any confusion as needed.	

Work Time	Meeting Students' Needs
A. Rereading on Your Own: Capturing the Gist (25 minutes) <ul style="list-style-type: none">• Remind students of the close reading work they have done so far. During the first independent read, their job is to try to find the gist of the story. Remind them to look at it section by section. For this text students will be reading excerpts, so they can stop and find the gist of each excerpt. When they find the gist, they should jot it down on a sticky note and put it on their copy of the text.• Their second important job is to circle unfamiliar words as they read. Tell them that there are also words in Spanish sprinkled throughout this text. If they are not Spanish speakers, they can write these words down. Encourage students to use a similar strategy they used for <i>That Book Woman</i> where they tried to substitute other words for the unfamiliar word, seeing what makes sense.• Make sure all students are clear on the task. Distribute sticky notes and give them 10 to 15 minutes to work with the text on their own. As they work, circulate and support students as needed.• Then distribute the Close Read recording form. Ask students to fill in the top box, which asks for their ideas about the lesson of the story.• Give students 5 minutes to discuss, in small groups or partnerships, the reading work they have done so far. Remind students of the class norms for conversation.	



Work Time (continued)	Meeting Students' Needs
<p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Tell them that now that they have the gist of the story and have circled unfamiliar vocabulary, they are going to collect important details that help to teach the lesson of the story.• Give students 5 minutes to reread the text on their own and underline the important details.• Then invite students to discuss their reading work in their groups. Ask students to go through each category of note-taking, giving every student in their group a chance to share his or her ideas. Tell them that, when there is a difference between two students' ideas, it is important to notice that and discuss why each reader made the decision that he or she made.• Once students have discussed, have them write on their own. They should complete the recording form, including the question about how their thinking about the story's lesson has grown or changed.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to share responses to the question: "What do you think was the most important detail in <i>Waiting for the Biblioburro</i> that showed the lesson of the story?"• Ask the following questions to check in on students' reading strategies: What was a success for you as a reader today? What was challenging for you? What strategies did you use to help you understand the story?	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tonight at home, tell someone the story of the Biblioburro.• Continue reading your own independent reading book.	



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Grade 3: Module 1: Unit 3: Lesson 3

Supporting Materials



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Because *Waiting for the Biblioburro* is a challenging text, students will only be asked to read excerpts for their close reading. This approach is similar to how older students might read a short passage of a primary source document.

This page lists the page(s) where you can find each excerpt, as well as the starting and ending phrase of the relevant excerpt.

Page 1	Beginning: "On a hill ..." Ending: "... beyond the hill."
Pages 5	Beginning: "Ana has read ..." Ending: "... children in her village."
Page 7	Beginning: "So at night ..." Ending: "... but her teacher with the books is gone."
Pages 9-10	Beginning: "One morning ..." Ending: "Libros! Books!"
Page 11	Beginning: "Who are you? ..." Ending: "... my biblioteca."
Page 13	Beginning: "Once upon a time ..." Ending: "... I will be back to collect them and bring you new ones."
Page 16	Beginning: "Someone should write a story about your <i>burros</i> ..." Ending: "... that night she reads until she can't keep her eyes open any longer."
Pages 21-end	Beginning: "When Ana wakes up ..." Ending: "... and all the new stories the biblioburro will bring."



.....
Name:

.....
Date:

Close Read Recording Form for book:

.....
Capturing the Gist of a Story*

After reading this for the first time on your own, what do you think the lesson of the story is?

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	

*Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49. (2003).



Waiting for the Biblioburro: Close Read Recording Form



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Grade 3: Module 1: Unit 3: Lesson 4

Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan



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Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

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

I can answer questions using specific details from the text. (RL.3.1)
I can prepare myself to participate in discussions. (SL.3.1)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can answer questions using details from *Waiting for the Biblioburro*.
- I can prepare for a discussion by finding similarities and differences between *Waiting for the Biblioburro* and another text we have already read.
- I can participate in a discussion with my peers to compare and contrast four stories on a similar topic.

Ongoing Assessment

- *Waiting for the Biblioburro*: Questions from the Text
- *Waiting for the Biblioburro*: Finding Similarities and Differences recording form



Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Answering Text-Dependent Questions (20 minutes)Jigsaw Discussion, Part 1: Comparing Waiting for the Biblioburro to Another Text We Have Read (15 minutes)Jigsaw Discussion, Part 2: How Is the Story in Waiting for the <i>Biblioburro</i> Similar to and Different from Other Stories We Have Read? (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book.	<ul style="list-style-type: none">Review the Jigsaw protocol (Appendix 1)Create “expert groups” based around the three texts: <i>Rain School</i>, <i>Nasreen’s Secret School</i>, and <i>That Book Woman</i>. These groups should be heterogeneous. If the class is large, consider making two groups for each text (for a total of six).Create “Jigsaw groups” in which there is one representative from each expert group.Students make several transitions in this lesson. Understand the lesson sequence clearly, in order to alert students to each upcoming transition.



Continued Close Reading of *Waiting for the Biblioburro*: Comparing and Contrasting the Children in Colombia, Appalachia, Chad, and Afghanistan

Lesson Vocabulary	Materials
access, abecedario, biblioteca, burro, cuento, que bueno, compare, contrast, similarities, differences	<ul style="list-style-type: none">• Excerpts from <i>Waiting for the Biblioburro</i> (from Lesson 3)• <i>Waiting for the Biblioburro</i>: Questions from the Text (one per student)• <i>Waiting for the Biblioburro</i>: Finding Similarities and Differences Recording Form (one per student)• <i>Rain School</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)• <i>Nasreen’s Secret School</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)• Excerpts from <i>That Book Woman</i> (enough for about 1/3 of the class, for “expert groups” on this text; see Work Time A)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Direct their attention to the learning targets. Ask students to discuss as a whole group what they will be doing today. Circle the words <i>similarities</i> and <i>differences</i>. Discuss these words briefly and how they affect what students will be doing today.	



Work Time	Meeting Students' Needs
<p>A. Answering Text Dependent Questions (20 minutes)</p> <ul style="list-style-type: none"> Remind students that they have already heard or read <i>That Book Woman</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and a second time on their own and with groups to find and record important details and think about the story's message or lesson. Distribute Excerpts from <i>Waiting for the Biblioburro</i> that students used in Lesson 3 as well as <i>Waiting for the Biblioburro: Questions from the Text</i>. Review with students the process for answering questions from the text: <ul style="list-style-type: none"> * First, they read the questions. * Then, they read the entire text, keeping those questions in mind. When they encounter details that could be used as evidence to answer a question, they underline that section of the text. * After 10 minutes of independent work time, they discuss with their group the evidence they found for each question. * Then students write their responses. 	<ul style="list-style-type: none"> The purpose of <i>Waiting for the Biblioburro</i> is to serve as a bridge text between the narrative stories students read in Unit 1 and the informational texts they will be reading in Lessons 6, 7, and 8 of this unit. The questions from the text in the supporting materials will be the same questions that students will answer when close reading informational articles.
<p>B. Jigsaw Discussion, Part 1: Comparing <i>Waiting for the Biblioburro</i> to Another Text We Have Read (15 minutes)</p> <ul style="list-style-type: none"> Gather students back in a circle. Tell them today they will do a process called a Jigsaw in which they discuss different aspects of a topic and then share what they learned with their peers. Tell students that first, they will meet in an expert group to talk about a book they read earlier in the module: <i>Rain School</i>, <i>Nasreen's Secret School</i>, or excerpts from <i>That Book Woman</i>. In this expert group, they will work together to discuss how their book is similar to and different from <i>Waiting for the Biblioburro</i>. Remind students that they need to become "experts" because then they will be sharing with classmates who talked about a different one of these three books. Distribute the <i>Waiting for the Biblioburro: Finding Similarities and Differences recording form</i>. Pay special attention to the two columns. The left-hand column asks students to record a similarity or a difference. The right-hand column asks them to show the evidence from the texts. Divide students into their expert groups. Give each group the second text they will be working with. <p>Give students 10 minutes to find similarities and differences between <i>Waiting for the Biblioburro</i> and their expert group text.</p>	<ul style="list-style-type: none"> While circulating and supporting groups in this work, encourage them to find similarities and differences across different categories (character, physical environment, problem, solution, motivation, or solution).



Work Time (continued)	Meeting Students' Needs
<p>C. Jigsaw Discussion, Part 2: How Is the Story in <i>Waiting for the Biblioburro</i> Similar to and Different from Other Stories We Have Read? (15 minutes)</p> <ul style="list-style-type: none">• After students have worked for 10 minutes in their expert groups, transition them into their Jigsaw groups. Tell students that their task now is to speak with their peers about the work that they did in the expert group, the similarities and differences they found, and the evidence they used to support it. Encourage students to ask clarifying questions of one another if they do not understand, or to add to other students' books based on their memory of that text.• Have students discuss the question "In which setting is it hardest to access books?" Encourage students to use evidence from the books when there is any disagreement.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief with these questions: "What are some similarities we saw across all four books?" and "What does that tell us about the big lessons of our study?" <p><i>Assessment Note: Review students' <i>Waiting for the Biblioburro: Questions from the Text and the Waiting for the Biblioburro: Finding Similarities and Differences</i> recording form to assess their progress toward the learning targets.</i></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book.	



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Grade 3: Module 1: Unit 3: Lesson 4

Supporting Materials



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.....
Name:

.....
Date:

1. Who is this passage about? Use details from the text to support your answer.

.....

.....

.....

2. What physical features in this country make it difficult to access books? Use details from the text to support your answer.

.....

.....

.....

3. How do people overcome these difficulties to access books? Use details from the text to support your answer.

.....

.....

.....



.....
Name:

.....
Date:

Excerpt Book:

What is similar? (This could be character, motivation, physical environment, problem, or solution)	In <i>Waiting for the Biblioburro</i> ... (Use details from the text.)	In the book my expert group re-read: _____ (Use details from the text.)
What is different? (This could be character, motivation, physical environment, problem, or solution.)	In <i>Waiting for the Biblioburro</i> ... (Use details from the text.)	In the book my expert group re-read: _____ (Use details from the text.)



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Grade 3: Module 1: Unit 3: Lesson 5

Paragraph Writing About *Waiting for the Biblioburro*



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

I can write an informative/explanatory text that has a clear topic. (W.3.2)
I can develop the topic with facts, definitions, and details. (W.3.2)
I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
I can write routinely for a variety of reasons. (W.3.10)

Supporting Learning Targets

- I can plan my paragraph using an Accordion graphic organizer.
- I can write a topic sentence for a paragraph about the efforts the librarian made in order to get books to the people of Colombia.
- I can support my topic with details.
- I can write a sentence to close my paragraph.

Ongoing Assessment

- Paragraph Writing Accordion graphic organizers



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Targets and Setting a Purpose (5 minutes)2. Work Time<ol style="list-style-type: none">A. Characteristics of a Paragraph: Studying a Strong Model for Transition Words and Evidence (15 minutes)B. Modeling: Studying the Graphic Organizer (5 minutes)C. Planning: Using the Graphic Organizer (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Student Shares (5 minutes)B. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Take home your draft paragraph and read it with someone else. Based on your thoughts from today and from your discussion at home, write a second draft of your paragraph.	<ul style="list-style-type: none">• Note that students plan and write a paragraph in this lesson. This is simply routine writing, not a formal assessment.• In advance: Prepare the completed graphic organizer and model paragraph for <i>That Book Woman</i>.



Lesson Vocabulary	Materials
obstacle, transition, detail, explain, evidence	<ul style="list-style-type: none">• Model paragraph for <i>That Book Woman</i>• Paragraph Writing Accordion graphic organizer anchor chart (new; teacher-created; fill in the graphic organizer for <i>That Book Woman</i>)• Paragraph Writing Accordion graphic organizer (one per student)• Excerpts from <i>Waiting for the Biblioburro</i> (from Lesson 3)• Sticky notes

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets and Setting a Purpose (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Direct their attention to today's learning targets. Ask students, based on the learning targets, to share what they think they will be doing today. Tell students that, just like with Nasreen's story in Unit 1, the story of the Biblioburro is too exciting and extraordinary to be limited to their classroom. When readers encounter really interesting and important information, it is natural to share it with others through writing. That is exactly what they will be doing today.	

Work Time	Meeting Students' Needs
<p>A. Characteristics of a Paragraph: Studying a Strong Model for Transition Words and Evidence (15 minutes)</p> <ul style="list-style-type: none">• Project the model paragraph for <i>That Book Woman</i> for all students to see. Alternately, provide each student a copy that they can mark on themselves. Ask the class to read this paragraph quietly to themselves. After giving them a couple of minutes to read it, ask them to Think-Pair-Share the topic of this paragraph. Invite students to share with the whole group. Listen for shares such as: "This is about how the Book Woman has to go past really difficult obstacles to get books to kids." Discuss the word <i>obstacle</i>.	<ul style="list-style-type: none">• Consider creating a chart of transition words and evidence connectors for students. These might include: for example, another example, also, in the story it says, according to the text.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Remind students of their previous work with writing paragraphs, and how much they have grown as writers. Tell them that today they will focus on a new skill as they write: using transition words and phrases and connecting evidence from the text. Discuss the word <i>transition</i>. Inform the class that transitions often come at the beginning of sentences. Good writers use these to make their writing smoother, instead of just listing their details and evidence. Ask students to look back at their text, specifically the beginning of sentences, for words or phrases the writer used to introduce details and evidence. Have them Think-Pair-Share words and phrases they see. As students share as a whole group, circle on the shared text transition words and phrases such as <i>for example</i>, <i>another example</i>, <i>in the story</i>. Tell students that when they write their paragraphs, they should use these words and phrases to introduce details and evidence. 	
<p>B. Modeling: Studying the Graphic Organizer (5 minutes)</p> <ul style="list-style-type: none"> Show the class the Paragraph Writing Accordion organizer anchor chart (filled in for <i>That Book Woman</i>). Remind students about each part of the graphic organizer. Specifically, focus on the Detail and Explain portions of the graphic organizer. Students need to understand that the <i>detail</i> to support the topic should be in their own words, and the <i>explain</i> is a specific example that comes from the text. 	
<p>C. Planning: Using the Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none"> Before students begin to work independently, consider brainstorming the topic of their paragraph together. This may be a Think-Pair-Share or a class-generated list of sentences. Tell students that they will now plan their paragraph about the Biblioburro. Remind them to begin with their topic, then support that topic with details and an example from the story. Distribute the Paragraph Writing Accordion graphic organizer as well as Excerpts from <i>Waiting for the Biblioburro</i> to each student. Students will need the text they have been working with in order to find appropriate details and evidence. Give students the next 15 minutes to complete their graphic organizer. 	<ul style="list-style-type: none"> In past lessons, students worked in partnerships for the planning stage. Some students may still benefit from this scaffolding, while others may be ready to work independently.
<p>D. Independent Writing: Drafting a Paragraph (10 minutes)</p> <ul style="list-style-type: none"> Ask students to pair up with someone next to them. Have partners quickly share the details and examples from the text they are using for their paragraph. Consider having students speak their paragraph to their partner using transition words. Then distribute lined paper to each member of the class and direct them to draft their paragraph. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Student Shares (5 minutes)</p> <ul style="list-style-type: none">As students are writing, try to note a few key revision points that are common to many. Gather the class back in a circle. Invite two or three students to share their writing with the class. (If possible, project their writing using a document camera as they read.) Point out key writing moves that are strong in the piece. Then use this opportunity to give descriptive feedback to those student (but that may help much of the class).	
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">Debrief with these questions: “What did you do you well with your paragraph?” and “Based on the shares, what do you think you could change to make it better?” Distribute sticky notes to students and ask them to write their next steps on a sticky note for homework reference.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Take home your draft paragraph and read it with someone else. Based on your thoughts from today and from your discussion at home, write a second draft of your paragraph.	



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Grade 3: Module 1: Unit 3: Lesson 5

Supporting Materials



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In the story *That Book Woman*, the Book Woman overcomes many obstacles to bring books to children. For example, she has to get past difficult physical obstacles. In the story, it says the family lives way up in the mountains. This would make it hard to reach them, so the Book Woman uses a horse. Also, she has to go through very bad weather. The story shows her coming to their house in rain, fog, snow, and cold. The bad weather would make it hard to reach the family. In *That Book Woman*, the Book Woman has to get past many obstacles to bring books to children.



.....
Name:
.....

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 6

Determining Main Idea Using Text and Illustrations: Accessing Books Around the World



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

- I can determine the main idea of an informational text. (RI.3.2)
I can retell key ideas from an informational text. (RI.3.2)
I can use information from illustrations (maps, photographs) to understand informational texts. (RI 3.7)

Supporting Learning Targets

- I can determine the main idea of an excerpt from *My Librarian Is a Camel* using evidence from the text and the illustrations.

Ongoing Assessment

- Using Text Evidence to Determine the Main Idea: Accessing Books around the World recording form

Agenda

- Opening
 - Unpacking the Learning Target (5 minutes)
 - Anchor Chart on Informational Text Features (5 minutes)
- Work Time
 - Guided Practice: Using Text and Illustrations to Determine Main Idea (20 minutes)
 - Partner Practice: Using Text and Illustrations to Determine Main Idea (25 minutes)
- Closing and Assessment
 - Debrief (5 minutes)
- Homework
 - Tell someone at home about how some people in Peru access books. Discuss with this same person how this is similar to and different from the way you get books.

Teaching Notes

- This lesson marks the formal transition from narrative text to more typical informational text. Preview the new recording form in the supporting materials. This document was designed specifically to help students take notes with an informational text that has expository prose and more typical nonfiction text features.
- In Advance: Create the chart Using Text Evidence to Determine the Main Idea: Obtaining Books around the World to show as a model.
- Create a new Building Our Word Power in *My Librarian is a Camel* anchor chart. Use this throughout this book experience as students learn new words.



Lesson Vocabulary	Materials
informational, excerpt, evidence, compare, contrast, topic, main idea, text, illustrations	<ul style="list-style-type: none">• Reading Informational Text anchor chart (new; teacher-created)• Document camera and projector• Using Text Evidence to Determine the Main Idea: Accessing Books around the World anchor chart (new; teacher created; a large version of the recording form with the same name)• Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Chart paper for Building Our Word Power in <i>My Librarian is a Camel</i> anchor chart (new; teacher-created. See Work Time A)• 3"x5" index cards (one per student)• World map

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Pair students up to share their second-draft paragraphs from homework. Invite students to share one thing they did as writers to make their paragraphs stronger.• Share today's learning target. Students are familiar with finding a "lesson" of a story from their work with narrative texts throughout this module.• Tell the class that today they will begin to work with a different type of text, called <i>informational</i> text. Invite them to turn and talk about that word. Listen for students to notice the word root <i>inform</i>, which means teach. Point out to them that we can learn a great deal from stories, but that some texts are written specifically in a way to help us get information about a topic. Emphasize this point throughout the next few lessons.	
<p>B. Anchor Chart on Informational Text Features (5 minutes)</p> <ul style="list-style-type: none">• Begin a Reading Informational Text anchor chart. Invite students to briefly turn and talk: "What do you already know about reading this type of text?" Chart their comments briefly.• Discuss how students will find the "main idea" of informational texts in much the same way: by using the text, or words, and the illustrations, also called pictures, to determine the main idea. Tell the class that they will be adding to this chart in the next few lessons..	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Using Text and Illustrations to Determine Main Idea (20 minutes)</p> <ul style="list-style-type: none">• Frame the lesson: “Over the next few days, we are going to spend a lot of time reading and talking about this informational text. It’s called <i>My Librarian Is a Camel</i>.”• Read aloud the introduction and take a picture walk. Ask students to Think-Pair-Share what the main idea of this whole book is. Then cold call a few students to share what their pair talked about.• Guide students toward understanding that this book is all about how children around the world obtain, or get, books. Remind them that it is an informational book, which means the author wants to teach the reader about a topic.• “Today we are going to read an excerpt, or part of this book, about the country Peru. Let’s find that country in South America and label it on our world map. What do you notice about the geography of Peru? How do you think that might impact how children get books? Think about that as we read this excerpt today.”• Continue to model: “When authors write about a topic, they have a main idea they want to tell their reader. It’s important to read carefully to learn what information the author wants to get across. Let’s read and try to use evidence from the text and pictures to figure out the main idea. We can track our thinking on this recording form.” Project on a document camera the document Using Text Evidence to Determine the Main Idea: Accessing Books around the World. Point out that the questions on this recording form are the same questions they answered about <i>Waiting for Biblioburro</i>. That is because they are looking for details in an informational text.• Project page 26 of the text, and have students read quietly on their own for a couple of minutes. Then ask students to turn and talk with a partner their initial idea of what the main idea of this informational article might be. Then, ask students to carefully study the pictures on page 26. Cold call a few students to share out, and write their thinking on the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Point out that pictures in informational texts are often actual photographs. Add your thinking in the Details from Illustrations, Photographs, and Maps box on the recording form. Read the text on page 26. Ask students to turn and talk about text evidence in the corresponding column on the recording form. Listen for comments such as: “They deliver books to families in bags.” Write students’ comments, and model more if needed.<ul style="list-style-type: none">* Look closely at the illustrations.* Read and find text evidence that helps you know how people obtain books.* Tune into vocabulary to help build word power and understanding.	<ul style="list-style-type: none">• Reread portions of the text as necessary for students who need more processing time.



Work Time (continued)	Meeting Students' Needs
<p>B. Partner Practice: Using Text and Illustrations to Determine Main Idea (25 minutes)</p> <ul style="list-style-type: none">• Students need page 27 of <i>My Librarian Is a Camel</i> in front of them. Invite students to first notice details in the illustrations.• Discuss the map. Ask: “What do you notice?” and “What do we already know about maps that will help us understand anything about this country?” Add students’ thinking to the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Tell students that they will now work in pairs to try this out together. Direct the class to read page 27 from <i>My Librarian Is a Camel</i>, filling in any details from the text in the recording form. Students may stay in a whole group, but with pairs sitting together with the text, or students may go to their seats for this work. As they work, circulate and support them as needed.• While they are working, encourage students to tune into vocabulary words (rural, coastal, promoter, wagon, avid) they don’t know to help them understand the text. Remind them about the work they have done this year figuring out words from context.• After students complete page 27, gather them in a circle. Discuss the details they found with their partners, writing them on the anchor chart Using Text Evidence to Determine the Main Idea: Accessing Books around the World.• Ask students, now that they have studied the important details, “What is the main idea of this informational text?” Invite students to look back over the interesting facts they learned. Do a Think-Pair-Share for students about the main idea. “The author wants us to know about how children in Peru obtain books.” Provide the sentence frame: “I think the main idea is _____ because_____.” After the Pair-Share, open up the conversation to the whole group and write on the large chart.• Ask the class to think about a reading superhero in Peru based on this text. Use the sentence frame: “I think _____ is a reading superhero in Peru because_____.”	<ul style="list-style-type: none">• When ELLs are asked to produce language, consider providing a sentence frame or starter to assist with language production and the structure required.• Consider providing smaller chunks of text for ELLs. (Sometimes just a few sentences.) Teachers can check in on students’ thinking as they write or speak about their text.• Consider allowing students to draw their observations, ideas, or notes when appropriate.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Distribute an index card to each student. On that index card ask them to write: three details they learned about how people get books in Peru, two facts about the physical environment in Peru, and one question they still have.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Tell someone at home about how some people in Peru access books. Discuss with this same person how this is similar to and different from the way you get books. <p><i>Note: In the next two lessons, students will be working in small groups to do a close read cycle of one of five different countries found in My Librarian Is a Camel. For this, students will need to be placed in small, heterogeneous groups, and they will need access to the article about their country from My Librarian Is a Camel.</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 6

Supporting Materials



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Text title:

What do you know about the main idea right now?	
Who is this passage about? (Use details from the text.)	
What physical features in this country make it difficult for people to access books? (Use details from the text.)	
How do people overcome these difficulties to access books? (Use details from the text.)	
What else do you notice? (Use details from illustrations, photographs, and maps.)	
After looking closely at details, now what do you think the main idea of this text is?	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 7

Close Reading of Excerpts from *My Librarian is a Camel*: How Do People Access Books Around the World?



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

I can determine the main idea of an informational text. (RI.3.2)

I can retell key ideas from an informational text. (RI.3.2)

I can document what I learn about a topic by sorting evidence into categories. (W.3.8) I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of a passage from *My Librarian Is a Camel* by using illustrations and reading the text closely.
- I can record key details from a passage of *My Librarian Is a Camel* into categories.
- I can discuss how the main idea in a passage from *My Librarian Is a Camel* is conveyed through key details.

Ongoing Assessment

- Recording form (based on excerpts from various countries in *My Librarian Is a Camel*)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Modeling and Guided Practice: How a Close Read of Informational Text Differs from a Close Read of Narrative Text (10 minutes)Reading on Your Own: Capturing the Gist (20 minutes)Reading Again for Important Details: Using Text Evidence to Determine Main Idea (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none">Students will need to be in the same small group for both Lesson 7 and Lesson 8 for this close reading cycle.All students will read along as the teacher models with excerpts from the pages about Kenya.Each group will focus on one country from <i>My Librarian Is a Camel</i>. Students will need access to the text from <i>My Librarian Is a Camel</i> for one of the following countries: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe.Boyds Mills Press, publisher of <i>My Librarian is a Camel</i>, has granted permission to make facsimiles of pages or use brief quotes, in context, for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. The following credit must be used: From <i>My Librarian is a Camel</i> by Margriet Ruurs. Copyright © 1994 by Nancy Springer. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.



Lesson Vocabulary	Materials
narrative, informational text, paragraph, main idea, details	<ul style="list-style-type: none">• Reading Informational Text anchor chart (from Lesson 6)• Document camera and projector• Excerpts from <i>My Librarian Is a Camel</i>: Kenya (one for display)• Excerpts from <i>My Librarian Is a Camel</i>: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe (for small groups)• Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Sticky notes

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Read aloud, or invite a student to read aloud, today's learning targets. Tell students that today they will be doing something they have already practiced many times: reading a text closely. What is new, however, is the type of text they will be reading.• Remind students that yesterday they read <i>Waiting for the Biblioburro</i>. That lesson was about a real person and place, but it was written like a story.• Today, they will be reading a different type of text called <i>informational text</i>. Remind students about the word <i>informational</i>, which they discussed in Lesson 6.• Tell students that when reading informational texts closely, they will use some of the same strategies they used when reading narratives. But they will also practice some new strategies.• Revisit the Reading Informational Text anchor chart (created in Lesson 6). Ask students to turn and talk to a partner about what they already know about this, in particular how reading informational texts may require different strategies from those used when reading stories. Add students' comments to the chart.	<ul style="list-style-type: none">• Support students' understanding of the word <i>informational</i> by thinking about the root word, <i>information</i>.



Work Time	Meeting Students' Needs
<p>A. Modeling and Guided Practice: How a Close Read of Informational Text Differs from a Close Read of Narrative Text (10 minutes)</p> <ul style="list-style-type: none"> Using a document camera and projector, show students pages 18–19 in <i>My Librarian Is a Camel</i>, about Kenya. Give students a couple of minutes to read this text quietly on their own. Ask the class to Think-Pair-Share how this text, not the pictures, looks different from a story. Look for answers such as: “There is no talking,” or “It is just separate paragraphs.” Point out that one of the biggest differences of an informational text is the way it is structured. Tell students that informational texts are often divided into cleaner paragraphs and sections than narrative texts, which actually helps readers to get the gist. When students read an informational text, they should stop at the end of each paragraph, think about the gist of just that paragraph, jot it on a sticky note, stick that note next to the paragraph, and move on. Ask students to try this with the first paragraph of Kenya. <ul style="list-style-type: none"> * First, read the first paragraph aloud, slowly, twice, with students following along. * Then ask students to think, then talk with a partner, about the gist: “What is this paragraph mostly about?” * Invite students’ comments: “What did you figure out about the gist?” Tell them that it’s fine if they don’t understand much yet; that’s part of the reason we read hard text multiple times. If needed, add more modeling. For example: “I heard many of you say that there were words in there that you didn’t understand. That was true for me too. I really did not understand certain words, like <i>Bulla Ifin</i> and <i>Nairobi</i> and <i>nomadic</i>. But I decided not to worry about that during this first read, because I’m just trying to get the main idea. But I did decide to jot those words down, because I’ll come back to difficult vocabulary later.” Model writing down these three words. Build on the gist statements students offered, elaborating as necessary. For example: “I do understand the part about roads being impassable because of sand. I understand that children really want books. I understand that librarians use camels! So, I’m going to write, ‘Children want books. Cars can’t get through desert. Librarians use camels’ on my sticky.” Practice this with the second paragraph. Read the paragraph aloud. Then ask students to think, then talk with a partner, about the gist of that paragraph. Ask students to write their gist on a sticky note. If they have their own texts about Kenya, they can place the sticky note next to the appropriate paragraph. If not, invite students to share their sticky notes and then model by placing one of the notes next to the appropriate paragraph on the text displayed on the document camera. 	<ul style="list-style-type: none"> Allowing students to see the text and illustrations will aid them in their comprehension. If a projector is not available, try providing multiple copies of the book, or positioning the book so it can best be seen by all students. Consider allowing ELL students to pair up with students who speak their native language for the discussion portion. Allow ELL students to show their understanding of the gist by using pictures on their sticky notes. <p>Form strategic groups of students for the reading of <i>My Librarian Is a Camel</i> to support ELLs and other students.</p>



Work Time (continued)	Meeting Students' Needs
<p>B. Reading on Your Own: Capturing the Gist (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they will now work in groups to try out the first close read with excerpts from <i>My Librarian Is a Camel</i> about one of five different countries.• Tell them that they will work in these same groups during this lesson and the next. They will first read independently, trying to get the gist of each paragraph of their text. They will then have time to talk about it with their group.• Direct students toward their group work area. Distribute excerpts of <i>My Librarian Is a Camel</i>, marking the country that you want that group to read.• Give students 15 minutes to read independently. Circulate to support as needed, reminding students to take notes on their sticky notes or write down words they don't know.• After 15 minutes, ask students to discuss, as a group, what they each wrote as the gist for the paragraphs of their informational text. Tell students to move through this one paragraph at a time. If there are differences between students, tell them to return to the text together, pointing out the details they used to come to their individual decision. Give students 5 minutes to discuss.	<ul style="list-style-type: none">• Provide small group instruction as needed during the independent reading portion of the Close Reading protocol.
<p>C. Reading Again for Important Details: Using Text Evidence to Determine Main Idea (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will now read the text a second time, on their own. They will be taking notes on the recording form from Lesson 6, which is appropriate for informational text.• Tell students they will have 15 minutes to do this independently, and then they will have time to discuss with their groups.• As students reread, circulate to support as needed. This may be a time to pull individuals or a small group of students who need additional coaching or support.• After 15 minutes, ask students to discuss, as a group, what they each wrote on their Using Evidence to Determine the Main Idea: Accessing Books around the World recording form.• Tell students to move through this one section at a time.• If students had different responses, encourage them to return to the text together, discussing why they chose to include certain details. Give students 5 minutes to discuss.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather the class back in a circle. Ask students to Think-Pair-Share one important fact they learned about their country. Debrief with the question: “How was close reading an informational text different from close reading narrative stories?” <p><i>Assessment Note: Review students’ recording forms to assess their progress toward the learning targets.</i></p>	<ul style="list-style-type: none">Provide a sentence starter to support ELL students. (i.e., When I read an informational text, one strategy I can use is _____.)
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book for this unit. <p><i>Note: In tomorrow’s lesson, students will begin in their same country groups, but then will work in Jigsaw groups to share information with peers who read about different countries. Create Jigsaw groups ahead of time, making sure each group has at least one student representing each country being studied.</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 7

Supporting Materials



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Text title:

What do you know about the main idea right now?	
Who is this passage about? (Use details from the text.)	
What physical features in this country make it difficult for people to access books? (Use details from the text.)	
How do people overcome these difficulties to access books? (Use details from the text.)	
What else do you notice? (Use details from illustrations, photographs, and maps.)	
After looking closely at details, now what do you think the main idea of this text is?	



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 8

Group Discussion: Accessing Books around the World



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

I can answer questions using specific details from the text. (RL.3.1)
I can explain what I understand about the topic being discussed. (SL.3.1)
I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can answer questions using details from *My Librarian Is a Camel*.
- I can discuss my opinion about a question with members of other groups.
- I can give reasons to support my opinion.

Ongoing Assessment

- *My Librarian Is a Camel*: Questions from the Text (for each student's country)
- Exit ticket

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (20 minutes)
 - B. Group Discussion: Preparing for Jigsaw (15 minutes)
 - C. Jigsaw Group Discussion (15 minutes)
3. Closing and Assessment
 - A. 3-2-1 Exit Ticket (5 minutes)
4. Homework
 - A. Tell someone at home about two of the countries you discussed today.

Teaching Notes

- Review the Jigsaw protocol (Appendix 1).
- Create Jigsaw groups that consist of at least one representative from each country group.



Lesson Vocabulary	Materials
opinion, evidence, support, reason (see also specific vocabulary terms from each text for the Jigsaw groups)	<ul style="list-style-type: none">• <i>My Librarian Is a Camel</i> (book; teacher copy only)• Excerpts from <i>My Librarian is a Camel</i>: Finland, Indonesia, Papua New Guinea, Thailand, or Zimbabwe (from Lesson 7; for small groups)• <i>My Librarian Is a Camel</i>: Questions from the Text (one per student)• Sticky notes (one per student for his/her expert group country)• 3"x5" index cards for exit ticket (one per student)• Conversation Criteria checklist (from Unit 1, Lesson 4)

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Show them the three learning targets for today. Tell them that today's lesson will be broken into two parts. In the first half of the lesson, they will be answering questions from the text, which they have practiced many times.• Then direct their attention to the second learning target. Ask them to Think-Pair-Share, based on the words in the target, what they will be doing. Discuss as whole group.	<ul style="list-style-type: none">• Consider circling key words in learning targets to focus students' attention on particular skills or activities.



Work Time	Meeting Students' Needs
<p>A. Answering Text-Dependent Questions (20 minutes)</p> <ul style="list-style-type: none">• Be sure students have their excerpts from <i>My Librarian is a Camel</i> for their country (from Lesson 7)• Remind students of the important reading work they did yesterday, getting the gist of and taking notes from an informational text. Tell them that the second day of reading closely for informational texts is the same as the narratives they read: answering questions from the text. Each group will have unique questions, because the texts are all different.• Students should first read and think about the questions on their own. Then they will work together discussing the text and jotting down their evidence on sticky notes. However, they should answer the questions on their own.• Distribute <i>My Librarian Is a Camel: Questions from the Text</i> to each group. Ask students to do the following:<ul style="list-style-type: none">* On your own: Read and think about the questions. (2 minutes)* As a group: Discuss the questions and answers. (8 minutes)* On your own: Write your answers to the questions. (10 minutes)• Circulate and support students as needed.	<ul style="list-style-type: none">• It might be helpful to some students to refer back to an anchor chart that shows the structure of an answer for a text-dependent question: The first half of the answer comes from words in the question, and the second half shows evidence from the text.
<p>B. Group Discussion: Preparing for Jigsaw (15 minutes)</p> <ul style="list-style-type: none">• Bring students back to the circle. Tell them they will have time to continue working in their groups; however, they will have a new focus: preparing for discussion.• Tell students they will spend this group time preparing to have a discussion with members of other groups. In this discussion, they will be discussing the question “In which country would it be hardest to access books?” This question is a little different from the questions they have been answering so far because it is an opinion question.• Discuss the word <i>opinion</i>. Ask students to Think-Pair-Share the question “What is the best flavor of ice cream and why?” As students talk, listen in for a pair of students that provides solid evidence for why they chose a particular flavor. Tell students that when people discuss their opinions, they <i>support</i> their idea with evidence. Discuss the words <i>support</i> and <i>evidence</i>. Emphasize that evidence means specific details that support an idea or opinion.• Students will do the same thing in their discussions now. But in this case, their evidence should come from the text. Remind students that when they meet with other groups, it will be their job to present evidence showing that their country is the most difficult to access books. Also remind them that being an effective member of a discussion means preparing for that discussion by reading and writing down evidence and ideas.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to return to their group for about 10 minutes to find and write down the evidence they will use later.• Ask the groups to focus on this question: “Why is it hard for people in the country you read about to access books?” Ask the class to jot their evidence on sticky notes or in their notebooks.• As groups work, circulate and support students. Pay special attention to the “why” factor of their writing, pushing students to make the connection between the evidence and their opinions.	
<p>C. Jigsaw Group Discussion (15 minutes)</p> <ul style="list-style-type: none">• Once groups have gathered a few pieces of evidence to support their opinion about why their group’s country would be the hardest to access books, tell them they will now be meeting with members from other groups in order to share ideas across the different countries.• Move students into Jigsaw groups. This may be a good time to remind students of the Conversation Criteria checklist (from Unit 1, Lesson 4), specifically about how they should look each other in the eye when speaking and that every student should have a chance to speak. The additional criterion is being prepared for conversation and referring to notes and materials when speaking.• Give students about 15 minutes to share their opinions and evidence. Remind students to take turns, so someone who read about each country gets to talk.• Circulate between groups helping to facilitate discussions, specifically encouraging students to link their opinions with evidence using linking words and phrases (i.e., because, an example of this is, a reason I think this is).	



Closing and Assessment	Meeting Students' Needs
<p>A. 3-2-1 Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students back in a circle. Distribute an index card to each student. Direct them to write:<ul style="list-style-type: none">* Three things they learned about other countries* Two questions they have* The one country they now think has the hardest time accessing books, and why <p><i>Assessment Note: Review students' recording forms to assess their progress toward the learning targets.</i></p>	<ul style="list-style-type: none">• Consider allowing students to quickly discuss their exit ticket ideas before writing them. For some students this is a great scaffold for writing.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Tell someone at home about two of the countries you discussed today. Ask this person to discuss his or her opinion about which physical environment seems most difficult for people to access books.	



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Grade 3: Module 1: Unit 3: Lesson 8

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Finland - Watch for these important vocabulary words as you read:

- | | |
|--|--|
| <ul style="list-style-type: none">• skirts• archipelago• populated | <ul style="list-style-type: none">• scrambling• severe• oversees |
|--|--|

1. What languages do the people of these islands speak? Use details from the text to support your answer.

2. Why do the librarians use boats to bring books to people? Use details from the text to support your answer.

3. In the last paragraph, what kind of people does the author describe the most? Use details from the text to support your answer.



4. In the first paragraph, the author writes, “The archipelago, in the southwest, consists of thousands of rocky islands.” What does the word *archipelago* mean? Use details from the text to support your answer.



Papua New Guinea - Watch for these important vocabulary words as you read:

- | | |
|---|--|
| <ul style="list-style-type: none">• remote• charitable• steep• destination | <ul style="list-style-type: none">• ford• desperately• gratefully• rugged |
|---|--|

1. Where do the volunteers in Papua New Guinea come from? Use details from the text to support your answer.

2. In the second paragraph ii says, “But the volunteers aren’t done yet.” What does the author mean by this phrase? Use details from the text to support your answer.

3. In this article, which people seem most excited when the volunteers come? Use details from the text to support your answer.



4. In the first paragraph, it says, “Volunteers from Hope Worldwide, a non-profit charitable organization . . .” What does the word *charitable* mean? Use details from the text to support your answer.

Indonesia - Watch for these important vocabulary words as you read:

- | | |
|--|---|
| <ul style="list-style-type: none">• means• tugs• rummaging | <ul style="list-style-type: none">• economical• promotes |
|--|---|

1. What is the main way people travel among the islands of Indonesia? Use details from the text to support your answer.

2. Why did the librarians start using containers filled with books? Use details from the text to support your answer.



3. According to the text, what are two reasons that bicycles are a good way to transport books? Use details from the text to support your answer.

4. In the third paragraph, it says, “They are all excited about rummaging through a new box of books to read.” What does the word *rummaging* mean? Use details from the text to support your answer.

Thailand - Watch for these important vocabulary words as you read:

- | | |
|---|--|
| <ul style="list-style-type: none">• literacy• remote• mountainous | <ul style="list-style-type: none">• slates• transformed• refurbished |
|---|--|

1. Why are there no schools or libraries in this area of Thailand? Use details from the text to support your answer.



2. How many people does the Books-by-Elephant program help to educate? Use details from the text to support your answer.

3. Why did police in Bangkok create the “Library Train for Young People”? Use details from the text to support your answer.

4. Reread phrases from two sentences in this excerpt about Thailand: “. . . old train carriages have been *transformed* into a library” and “The police have even *transformed* the area around the train into a garden, where they grow herbs and vegetables.” What does the word *transformed* mean? Use details from the text to support your answer.

Zimbabwe - Watch for these important vocabulary words as you read:

- rural
- paved
- inaccessible

- capabilities
- agricultural



1. In the area outside of Bulawayo, how do people get around? Use details from the text to support your answer.

2. How is using a donkey cart better than using a car or truck? Use details from the text to support your answer.

3. What do they plan to bring to people in this region soon? Use details from the text to support your answer.

4. In the fifth paragraph, it says, “Since this is an agricultural society, older readers want books on farming.” What does the word *agricultural* mean? Use details from the text to support your answer.



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 9

Mid-Unit Assessment: Text-Dependent Questions about Librarians and Organizations around the World



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

- I can answer questions using specific details from the text. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of a new excerpt from *My Librarian Is a Camel* by using illustrations and reading the text closely.
- I can record key details from a new excerpt from *My Librarian Is a Camel* into categories.
- I can answer questions using details from a new excerpt from *My Librarian Is a Camel*.
- I can discuss how the main idea in a new excerpt from *My Librarian Is a Camel* is conveyed through key details.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World
- Mid-Unit 3 Assessment, Part 2: *My Librarian Is a Camel*: Questions from the Text for “Mongolia”



Agenda	Teaching Notes
1. Opening A. Engaging the Reader (5 minutes) 2. Work Time A. Mid-Unit Assessment: Reading for Flow (10 minutes) B. Mid-Unit Assessment: Rereading to Capture the Gist and Identify Unknown Vocabulary (15 minutes) C. Mid-Unit Assessment: Reading Again for Important Details (15 minutes) D. Mid-Unit Assessment: Answering Text-Dependent Questions (10 minutes) 3. Closing and Assessment A. Debrief (5 minutes) 4. Homework	<ul style="list-style-type: none">• The entire work time for this lesson is the mid-unit assessment. It is broken into sections to help students with pacing.• For the mid-unit assessment, all students will read the same new excerpt from <i>My Librarian Is a Camel</i>: “Mongolia” (pp. 20 and 21).• Note that based on Expeditionary Learning’s contract with Boyds Mills Press, permission is granted to make facsimiles of pages or use brief quotes, in context, for related ancillaries, marketing, promotional materials, and for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. Permission is granted for alternate versions for the benefit of the visually and hearing or language impaired and special formats for the disabled on a nonprofit basis. Permission for special formats for individuals with disabilities who are unable to read print in a conventional manner to be sublicensed for publication in whole or in part on a non-profit basis. The following credit must be used: From <i>My Librarian is a Camel</i> by Margriet Ruurs. Copyright (c) 1994 by Nancy Springer. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.

Lesson Vocabulary	Materials
narrative, informational text, paragraph, main idea, details	<ul style="list-style-type: none">• Reading Informational Text anchor chart (from Lesson 6)• Document camera and projector• Assessment Text: “Mongolia” from <i>My Librarian Is a Camel</i> (pp. 20–21)• Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)• Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel</i>: Questions from the Text for “Mongolia” (one per student)• Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World (answers, for teacher reference)• Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel</i>: Questions from the Text for “Mongolia” (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Gather the class in a circle. Read aloud or invite a student to read aloud, today's learning targets. Tell the class that today they will be doing something they have already practiced many times: reading a text closely. Remind students that throughout this module, they have practiced reading closely both with stories and with informational text.• For the past few days, they have been working with their small group to read excerpts about one country. Today, they will get to show what they know about close reading as they all read about a new country.• Tell the class that when reading informational text closely, they will use some of the same strategies they used when reading narratives. But they will also practice some new strategies.• Revisit the Reading Informational Text anchor chart (created in Lesson 6). Ask students to turn and talk to a partner about what they want to focus on as they do their new reading for today's assessment.	
Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Reading for Flow (10 minutes)</p> <ul style="list-style-type: none">• Once students are back at their independent work area, distribute the Assessment Text: "Mongolia" from <i>My Librarian Is a Camel</i> to each student. Remind them that the first time they read, it is simply to feel the flow of the text and enjoy it, just the same as when the teacher reads texts aloud to them. Give students 10 minutes to read the text.	
<p>B. Mid-Unit Assessment: Rereading to Capture the Gist and Identify Unknown Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• After 10 minutes, distribute the Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World to each student.• Tell students that today, instead of sticky notes, they will record their thinking here, so it is all in one place. Remind students that their second reading of a story is all about getting the gist of each section and finding unfamiliar vocabulary. If necessary, review the format of the recording section for the second read.• Give students 15 minutes to read again for gist and vocabulary.	



Work Time (continued)	Meeting Students' Needs
<p>C. Mid-Unit Assessment: Reading Again for Important Details (15 minutes)</p> <ul style="list-style-type: none">Once students complete the text a second time, tell them they will now be reading to find important details and taking notes. Give students 15 minutes to read again for important details and take notes on the Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World recording form.	
<p>D. Mid-Unit Assessment: Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">Ask them to read the text a final time to answer Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel: Questions from the Text for “Mongolia.”</i> Remind them to read the questions before they read the text the final time. Give students 10 minutes to read again and answer questions from the text.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Invite students to partner share one important fact they learned about accessing books in Mongolia. Debrief with these question: “What strategies did you use to read this informational text closely? What was a success for you as a reader? What was challenging?”	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book.	



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 9

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Mid-Unit 3 Assessment, Part 1:
Using Text Evidence to Determine the Main Idea:
Accessing Books around the World

Name:

Date:

Text title:

What do you know about the main idea right now?	
Who is this passage about? (Use details from the text.)	
What physical features in this country make it difficult for people to access books? (Use details from the text.)	
How do people overcome these difficulties to access books? (Use details from the text.)	
What else do you notice? (Use details from illustrations, photographs, and maps.)	
After looking closely at details, now what do you think the main idea of this text is?	

Mid-Unit 3 Assessment, Part 2:
My Librarian Is a Camel: Questions from the Text for “Mongolia”

Name: _____

Date: _____

1. What are two ways that children in Mongolia access books? Use details from the text to support your answer.

2. When Mr. Dashdondog asks the children if books or candy are sweeter, the children always answer “Books!” Why do you think they answer this way? Use evidence from the text to support your answer.

3. In the first paragraph, the text says, “For centuries, people who live in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plan, with their herds.” What do you think the word “nomadic” means? Use details from the text to support your answer.



Mid-Unit 3 Assessment, Part 1:
Using Text Evidence to Determine the Main Idea:
Accessing Books around the World
(Answers for Teacher Reference)

Text title:

What do you know about the main idea right now?	<i>This text is about how people in Mongolia access books.</i>
Who is this passage about? (Use details from the text.)	<i>This passage is about Jambyn Dashdongog, a writer who lives in Mongolia and the readers who live in Mongolia.</i>
What physical features in this country make it difficult for people to access books? (Use details from the text.)	<i>Mongolia has a large grass-covered plain, many high mountains and a huge desert that make it hard for people to access books.</i>
How do people overcome these difficulties to access books? (Use details from the text.)	<i>Jambyn Dashdongog uses a horse-drawn wagon and a camel to carry books into the desert. He also drives a minibus to deliver books to children.</i>
What else do you notice? (Use details from illustrations, photographs, and maps.)	<i>Children read books while they are riding camels! Children look very excited to be reading their books. There is no water that borders Mongolia. The mini bus sets up a library right on the plain.</i>
After looking closely at details, now what do you think the main idea of this text is?	<i>People in Mongolia had a difficult time accessing books because of the land there. A heroic man named Jambyn Dashdongog helps children access books by carrying them on minibuses and horse-drawn wagons.</i>

Mid-Unit 3 Assessment, Part 2:
My Librarian Is a Camel: Questions from the Text for “Mongolia”
(Answers, for Teacher Reference)

1. What are two ways that children in Mongolia access books? Use details from the text to support your answer.

Children in Mongolia access books by horse-drawn wagons and minibuses.

2. When Mr. Dashdondog asks the children if books or candy are sweeter, the children always answer “Books!” Why do you think they answer this way? Use evidence from the text to support your answer.

Children answer this way because they love reading so very much! The books that Mr. Dashdong brings are very special to the children.

3. In the first paragraph, the text says, “For centuries, people who live in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plain, with their herds.” What do you think the word “nomadic” means? Use details from the text to support your answer.

I think the word nomadic means traveling, wandering or moving. The text says that people in Mongolia move across the plain with their herds of animals.



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 10

Planning Writing: Making Notes for the Accessing Books around the World Informative Paragraph



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can create a plan for my Accessing Books around the World informative paragraph. 	<ul style="list-style-type: none"> Paragraph Writing Accordion graphic organizer

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Writer: Accessing Books around the World Bookmarks (10 minutes) Work Time <ol style="list-style-type: none"> Model: Planning a Paragraph (15 minutes) Student Planning (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (10 minutes) Homework <ol style="list-style-type: none"> None. 	<ul style="list-style-type: none"> Some vocabulary words may need to be clarified with students: thoughtful, community, extreme lengths. Review Work Time A carefully. Prepare to model writing an “Accessing Books around the World” paragraph in front of the class.

Lesson Vocabulary	Materials
plan, bookmark, create, informative, paragraph	<ul style="list-style-type: none"> Accessing Books around the World teacher model paragraph (teacher created during Work Time A) Markers Chart paper for Writing My Paragraph anchor chart Student recording forms (from previous units) Paragraph Writing Accordion graphic organizer (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Accessing Books around the World Bookmarks (10 minutes)</p> <ul style="list-style-type: none">• Preview the forthcoming Accessing Books around the World bookmark task. (For example: “We have been learning all about librarians around the world who have gone to extreme lengths to bring reading to children in all corners of the world. You are all going to teach people in our school and community about these amazing people by creating a beautiful and informative bookmark. Your bookmark will contain an illustration and a paragraph describing a librarian you learned about who you think is special. Today we will begin the planning for our bookmark paragraphs.”)• Ask the class to deconstruct the lesson target: “I can create a plan for my Accessing Books around the World informative paragraph.” Circle and discuss the words <i>plan</i>, <i>informative</i>, and <i>paragraph</i>, and add visual cues as necessary to ensure that students understand the target.• Ask: “Why do thoughtful writers plan before they begin writing?” The members of the class will discuss their ideas about planning, first with a partner, and then with the whole class. Add students’ thinking to a whole class chart as a way to document the “what” and “why” of the first step in the writing process. The writing process is a critical component of the remainder of this unit.• If necessary, guide students toward understanding that planning is essential so that writers know what they are going to write about and can begin to organize their ideas before they begin. A plan is like a writer’s map because it helps us get to our destination—a piece of writing that readers can understand.	<ul style="list-style-type: none">• Clarify Tier 2 words with ELLs: bookmark, librarian.• Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary.
Work Time	Meeting Students' Needs
<p>A. Model: Planning a Paragraph (15 minutes)</p> <ul style="list-style-type: none">• Invite students to watch as you think about and plan for your Accessing Books around the World paragraph. Tell them that after the model, they will share out what they noticed.• Model the following steps, based on <i>That Book Woman</i>. “I am going to write about <i>That Book Woman</i>. The first thing I am going to do is look through all of my recording forms from the previous units and find all my notes.” Point out to students that they will be writing about the librarian or organization in the country they studied.• Show students a sample of the Paragraph Writing Accordion graphic organizer. They should recognize this graphic organizer from Units 1 and 2.	<ul style="list-style-type: none">• Clarify Tier 2 words with ELLs: bookmark, librarian.• Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Begin a Planning My Paragraph anchor chart. Continue to model by showing students how to reread the information they have and then how to fill in the graphic organizer. The categories they need to think about for their paragraphs are:<ol style="list-style-type: none">1. Who is the librarian or organization?2. Where are they located?3. Why is this person or organization special?• Encourage students to talk with others and go back to the text and reread it (not just review their notes) if they need to fill in any gaps on the planning form. Remind them that good writers often reread in order to keep learning about a topic, or to make sure their knowledge is correct and complete.• After modeling, ask students to Pair-Share specific things they heard you say and do. Chart students' responses as they share out their ideas with the whole group. This anchor chart will guide students during the independent work time.	
<p>B. Student Planning (25 minutes)</p> <ul style="list-style-type: none">• Distribute the Paragraph Writing Accordion graphic organizer to students.• Encourage students to use their recording forms (from previous lessons in Unit 3) about a librarian or organization around the world that helps others access books. This will help them to complete the graphic organizer in their own words.	<ul style="list-style-type: none">• For students needing additional support, considering meeting with a small group to guide them in filling out their planning form or provide a partially filled-in planning form.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Place students in groups of three or four and ask them to use the following sentence frames to share their work for the day: "I selected _____ as my special librarian because _____. " If time permits, invite students to reflect on the process of planning their writing with questions such as:<ul style="list-style-type: none">* "What were your challenges as you planned today?"* "What were your successes?"* "How do you hope your plan will help you as a writer tomorrow?"	<ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence for ELLs to assist them with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None <p><i>Assessment Note: Look over students' planning forms to ensure that they are on target to be able to write a first draft in the next lesson.</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 10

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Topic:

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Detail:

Explain:



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

Writing a First Draft: Accessing Books around the World Informative Paragraph



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can identify the criteria for a quality informative paragraph.
- I can write a quality first draft of an informative paragraph with a clear topic sentence that tells who my librarian or what my organization is.
- I can write an informative paragraph that describes my librarian or organization with specific facts and details.

Ongoing Assessment

- Students' first draft writing

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Identifying Criteria for a Quality Paragraph (15 minutes)
 - B. Student Drafting (25 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. None.

Teaching Notes

- Use the model provided, or create another one if appropriate. Be sure to use the same model paragraph throughout this sequence of lessons, and that it meets all of the criteria for a quality Accessing Books around the World informative paragraph (for reference, see Identifying Criteria for a Quality Paragraph in 2A of the Lesson Plan).
- Some vocabulary words are not academic or domain-specific, and may need to be clarified with students: strength, challenge.



Lesson Vocabulary	Materials
identify, criteria, quality, facts, details, conclusion, punctuation, first draft, informative, paragraph, topic sentence	<ul style="list-style-type: none"> • Model Paragraph: <i>That Book Woman</i> (one per student; either teacher-created or the sample from supporting materials) • Chart paper • Markers • Drafting paper for students

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Remind students about the Accessing Books around the World bookmark that they are working toward. In Lesson 10, they made a plan for their bookmark paragraph, and today they will have the chance to begin writing. • Be sure that students clearly understand the content and academic vocabulary in the supporting targets. When discussing “criteria” and “quality,” lead students toward understanding that it is a list of reasons why something is good. Provide an example from previous learning to remind them (i.e., Criteria for a Quality Conversation from Unit 1). • Refer to the writing process vocabulary and remind students of the first steps writers take: planning their writing. Tell them that today they will write a first draft: a best first try. Clarify the meaning of “informative paragraph” for students so they understand that they are writing a group of sentences that teach someone about their special librarian/organization from around the world. Today, as students write, they will attend carefully to their topic sentence and supporting details and facts. These terms will be discussed more thoroughly during Work Time. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a picture of a list for <i>plan</i>) to assist ELLs in making connections with vocabulary. • Clarify vocabulary with ELLs. They can record new terms in personal dictionaries or vocabulary logs.

Work Time	Meeting Students' Needs
<p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none"> • Give students a model paragraph: <i>That Book Woman</i>, ideally a teacher-generated one about a librarian/organization that students will not have the option of writing about. Consider using the librarian from the teacher model in Lesson 10. Remind students about the Accordion paragraph structure they learned about in Unit 1 (topic sentence, supporting detail sentences, conclusion sentence). 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read aloud the paragraph. Briefly model how to determine criteria for quality, such as: "I notice that the paragraph begins with a topic sentence that tells the reader who the paragraph is about." Students continue to identify criteria, either as a large group or in small groups.• Write the criteria on an anchor chart for future reference. Perhaps add a large version of the paragraph to the chart and annotate with these criteria. Guide students toward these criteria:<ul style="list-style-type: none">* A clear topic sentence that tells the reader who the librarian or what the organization is* Important facts and details that help the reader know why your librarian/organization is special:<ul style="list-style-type: none">• where the action takes place• what the challenges are• the steps needed to get books to children• why the student selected that librarian or organization* A conclusion that wraps up the paragraph* Correct spelling, punctuation, and capitalization	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.
<p>B. Student Drafting (30 minutes)</p> <ul style="list-style-type: none">• Briefly model for the class how to use a plan to begin writing. Think aloud and write a topic sentence and write one or two detail sentences based on the model plan.• Remind students to use their plan from the previous lesson as they begin writing their drafts. They will have time in future lessons to make their writing stronger; today they should try their best to write an informative paragraph with a clear topic sentence and important facts and details that help the reader know why their librarian/organization is special.• Confer with students as they are writing and provide guidance and reminders to use their plan and the criteria if they are stuck.	<ul style="list-style-type: none">• For students needing additional supports, consider providing a word bank developed to work with the specific student's writing plan.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their first drafts to the debrief conversation. Ask them to reread their paragraph and make connections between their own work and the criteria for a topic sentence and details. Ask them to identify one “star” (area of strength) and one “step” (area of improvement).• Students may either share this with a partner or write it on an exit ticket and attach it to their first-draft piece of writing. Consider using sentence frames such as: “One of the criteria that I see in my paragraph is _____.” and “One of the criteria that I need to work on is _____.”	<ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence for ELLs to assist them with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None <p><i>Assessment Note: Look over students' planning forms to ensure that they are on target to be able to write a first draft in the next lesson.</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 11

Supporting Materials



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In the Appalachian Mountains of Kentucky, people go to extraordinary lengths to get books. One example of this is the “Book Woman.” She carries books on her horse to people’s houses deep in the mountains. Then she comes back two weeks later to switch those books for new ones. She does this for free! The “Book Woman” is necessary because of the physical environment. For example, people live very far from schools and libraries, so they can’t get to books. Also, they are in the mountains, so the paths are difficult to travel. Finally, the weather can be terrible, keeping people trapped in their houses. The “Book Woman” is a very special librarian because she is brave enough to ride through rough land and weather to help kids learn to read.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 12

Revising: Developing Topic Sentences for
My Accessing Books around the World
Informative Paragraph



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can revise my Accessing Books around the World informative paragraph to include a topic sentence that captivates my reader.
- I can revise my Accessing Books around the World paragraph to include important details about how my librarian or organization is special.

Ongoing Assessment

- Revisions of students' topic sentence and details

Agenda

1. Opening
 - A. Unpacking the Learning Targets (5 minutes)
2. Work Time
 - A. Revision Lesson A: Topic Sentences (10 minutes)
 - B. Student Revision of Topic Sentences (10 minutes)
 - C. Revision Lesson B: Important Details (10 minutes)
 - D. Student Revision of Details (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. None.

Teaching Notes

- Use strong models of topic sentences and detail for Work Time Parts A and B. A paragraph model is provided; adapt as necessary.
- A model Accessing Books around the World Paragraph Content Checklist is provided in the supporting materials. Use this as a guide and adapt as necessary to suit the needs of your students.



Lesson Vocabulary	Materials
include, introduce, details, complete sentence, paragraph, topic sentence, revise	<ul style="list-style-type: none">• Model Paragraph: <i>That Book Woman</i> (from Lesson 11)• Student paragraph drafts (collected at the end of Lesson 11)• Chart paper• Markers• Accessing Books around the World Paragraph Content Checklist (for Teacher Reference)

Opening	Meeting Students' Needs
<p>A. Revision Lesson A: Topic Sentences (10 minutes)</p> <ul style="list-style-type: none">• Display the model paragraph: <i>That Book Woman</i> and highlight/underline the topic sentence. Read aloud the topic sentence a few times and ask students to Think-Pair-Share what they notice about a clear topic sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: “What makes a clear topic sentence for an Accessing Books around the World paragraph?” Responses might include: “The writer uses a complete sentence,” and “The writer tells the reader specifically who/what the paragraph is about.”	<ul style="list-style-type: none">• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

Work Time	Meeting Students' Needs
<p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none">• Give students a model paragraph: <i>That Book Woman</i>, ideally a teacher-generated one about a librarian/organization that students will not have the option of writing about. Consider using the librarian from the teacher model in Lesson 10. Remind students about the Accordion paragraph structure they learned about in Unit 1 (topic sentence, supporting detail sentences, conclusion sentence).	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary.
<p>B. Student Revision of Topic Sentences (10 minutes)</p> <ul style="list-style-type: none">• After students have looked at the model topic sentence and identified the criteria, give them time to revise their own topic sentence from Lesson 11. Confer with students as they write, referring them to the anchor chart and model topic sentence.• Toward the end of this first chunk of Work Time, invite students to read their topic sentence to a peer.	<ul style="list-style-type: none">• Collaboration supports students' engagement.



Work Time (continued)	Meeting Students' Needs
<p>C. Revision Lesson B: Important Details (10 Minutes)</p> <ul style="list-style-type: none">• Display the model paragraph again and highlight/underline the detail sentences. Read them aloud a few times and ask students to Think-Pair-Share what they notice about the detail sentences. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: “What are important details we need to include in our Accessing Books around the World Paragraph? Responses might include: “Where the librarian/organization is located,” “How the person/organization acted special,” and “What they need to do in order to get books to children.”• Help students notice that the details are written in complete sentences and the writer uses vivid and precise words to describe the librarian or organization (point these out in the paragraph).• Model how to look back at the text and notes that were taken about <i>That Book Woman</i> (Unit 1, Lessons 9 and 10) to verify important details.	
<p>D. Student Revision of Details (20 minutes)</p> <ul style="list-style-type: none">• After students have looked at the model details and identified the criteria, give them time to revise their own details from the previous lesson. Confer with students as they write, referring them to the anchor chart and model topic sentence as necessary.• Note that time is built in during the following lesson for students to continue to revise their topic sentences and details.	<ul style="list-style-type: none">• ELLs should be allotted extended time to finish the writing task if needed. ELLs are provided extended time on NY State assessments.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Students Pair-Share one or two detail sentences using the sentence frame: “One of my important details is _____.”If time permits, engage the class in a conversation around strategies they used to write their topic sentences and details. What were their successes and challenges as writers today? <p><i>Assessment Note: Review students’ topic sentences and details and complete the Accessing Books around the World paragraph criteria list for each student to use in the next lesson.</i></p>	<ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist ELLs with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None <p><i>Note: A week from now, you need to have organized a real audience for the bookmark share. (It may be students within the class, students in a different class, families, etc.) This sharing may happen within the lesson or during some other time, depending on the audience.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 12

Supporting Materials



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Learning Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can write a clear topic sentence that introduces the reader to my special librarian or organization.				
I can include important details about my special librarian or organization: 1. where the librarian/organization is located 2. how the person/organization acted in a special way in order to deliver books.				
I can write a conclusion that wraps up the paragraph for my reader.				



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 13

Revising: Strong Conclusions for My Accessing
Books around the World Informative Paragraph



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can revise my Accessing Books around the World informative paragraph for a conclusion that wraps up the paragraph for my reader.
- I can use feedback and criteria to revise my paragraph.

Ongoing Assessment

- Students' conclusion revisions
- Students' paragraph drafts

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Revision Lesson C: Conclusions (10 minutes)
 - B. Student Revision of Conclusions (10 minutes)
 - C. Open Revision Time Using Criteria Checklist (30 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. Continue reading in your independent reading book.

Teaching Notes

- During the Open Revision Time, consider pulling small groups of students with similar needs for extra revision support.



Lesson Vocabulary	Materials
wrap up, feedback, criteria, complete sentence, paragraph, conclusion, writing process, plan, edit, revise	<ul style="list-style-type: none">• Students' completed Accessing Books around the World paragraph Content checklist and Conventions checklist• Model paragraph (from Lesson 11)• Chart paper• Markers• Student paragraph drafts (collected at the end of Lesson 12)• Accessing Books around the World Paragraph Content Checklist (one per student)• Accessing Books around the World Paragraph Conventions Checklist (one per student)

Opening	Meeting Students' Needs
<p>A. Revision Lesson C: Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Display the model paragraph: <i>That Book Woman</i> and highlight/underline the topic sentence. Read aloud the topic sentence a few times and ask students to Think-Pair-Share what they notice about a clear topic sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: "What makes a clear topic sentence for an Accessing Books around the World paragraph?" Responses might include: "The writer uses a complete sentence," and "The writer tells the reader specifically who/what the paragraph is about."	<ul style="list-style-type: none">• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

Work Time	Meeting Students' Needs
<p>A. Identifying Criteria for a Quality Paragraph (15 minutes)</p> <ul style="list-style-type: none">• Display the model paragraph and highlight/underline the conclusion. Read aloud the conclusion a few times and ask students to Think-Pair-Share what they notice about a conclusion sentence. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: "What makes a strong conclusion for our Accessing Books around the World paragraph?" Responses might include: "The writer uses a complete sentence," and "The writer reminds the reader who the librarian/organization is and why he/she/it is so special."	<ul style="list-style-type: none">• Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.



Work Time (continued)	Meeting Students' Needs
<p>B. Student Revision of Conclusions (10 minutes)</p> <ul style="list-style-type: none">• Give students time to revise their own conclusion sentence. Confer with students as they write, referring them to the anchor chart and model topic sentence as necessary.• Toward the end of the first chunk of work time, invite students to read their conclusion to a peer working near them.	
<p>C. Revision Lesson B: Important Details (10 Minutes)</p> <ul style="list-style-type: none">• Display the model paragraph again and highlight/underline the detail sentences. Read them aloud a few times and ask students to Think-Pair-Share what they notice about the detail sentences. Solicit a few responses from the class and guide students toward these general criteria and create an anchor chart for future reference: "What are important details we need to include in our Accessing Books around the World Paragraph? Responses might include: "Where the librarian/organization is located," "How the person/organization acted special," and "What they need to do in order to get books to children."• Help students notice that the details are written in complete sentences and the writer uses vivid and precise words to describe the librarian or organization (point these out in the paragraph).• Model how to look back at the text and notes that were taken about <i>That Book Woman</i> (Unit 1, Lessons 9 and 10) to verify important details.	<ul style="list-style-type: none">• ELLs may need extended time with the writing task.• Collaboration supports students' engagement.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">Students gather after the work time to share out how they used the criteria to make their writing stronger: “My _____ meets the criteria because it tells the reader _____.”	<ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book. <p><i>Note: Review students’ drafts to make instructional decisions about Lesson 14. If the entire class has met the paragraph criteria, consider optional Lesson 14 on “hooks.” If most students need more time for revision, add in another revising day instead (and use hooks as an extension for students who have met the basic paragraph criteria).</i></p> <p><i>Before Lesson 14, use the Conventions checklist to prepare feedback for the class on the use of conventions in their paragraphs. Students will use this feedback to edit in Lesson 14.</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 13

Supporting Materials



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Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can use correct capitalization in my writing.				
I can use punctuation correctly.				
I can spell grade-appropriate words correctly.				



Learning Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can write a clear topic sentence that introduces the reader to my hero.				
I can include important details about my librarian/organization: 1. where the librarian/organization is located 2. how the person/organization acted in a special way in order to deliver books.				
I can write a conclusion that wraps up the paragraph for my reader.				



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 14

Revising My Accessing Books around the World Informative Paragraph for a Hook to Captivate My Reader (Optional Lesson)



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**Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)**

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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can revise my Accessing Books around the World informative paragraph for a “hook” that captivates my reader.

Ongoing Assessment

- Students’ paragraph hooks

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
 - B. Unpacking the Target (5 minutes)
2. Work Time
 - A. How Do Writers Create Captivating Hooks? (15 minutes)
 - B. Writing Hooks (25 minutes)
3. Closing and Assessment
 - A. Debrief (10 minutes)
4. Homework
 - A. Keep working on your paragraph.

Teaching Notes

- This lesson is optional.
- The hook is an additional sentence to invite the reader into the text that precedes the topic sentence.
- Use a variety of quality hook models.
- In advance: be sure to use the Conventions checklist to prepare feedback for the class on their use of conventions in their paragraphs.



Revising My Accessing Books around the World Informative Paragraph for a Hook to Captivate My Reader (Optional Lesson)

Lesson Vocabulary	Materials
<p>captivate, hook, paragraph, revise, plan, edit</p>	<ul style="list-style-type: none"> • Chart paper • Markers • Models of Strong Hooks on chart paper (teacher-created) • Hooking Our Readers! Handout • Student paragraph drafts (begun in Lesson 11) • Accessing Books around the World Paragraph Conventions Checklist (from Lesson 12)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Remind students about the Accessing Books around the World bookmark that they are working toward. In the previous lessons, they wrote drafts of their paragraphs and have been working on revising them to make their writing stronger. Today, they finish revising their paragraphs with the addition of a special sentence at the beginning called a “hook.” Ask students to Think-Pair-Share what they think a hook might be and why a writer might choose to include it. 	<ul style="list-style-type: none"> • Post a nonlinguistic symbol to represent <i>hook</i> and <i>revise</i> (e.g., a fishing hook for <i>hook</i>, two sets of eyes for <i>revise</i>) to be used throughout the year.
<p>B. Unpacking the Learning Target (5 minutes)</p> <ul style="list-style-type: none"> • Students should be clear on the word <i>revise</i>. If necessary, remind the class that thoughtful writers revise their work, which means to look at again to make stronger or better. Ask students to discuss where in the writing process revising happens and to refer to the writing process vocabulary wall if they need help remembering. Refer ELLs to their personal vocabulary logs or dictionaries. • Tell students that a hook is the first sentence in a paragraph. When something is <i>captivating</i>, it grabs a person’s attention. Discuss why it’s important for a hook to be captivating. 	<ul style="list-style-type: none"> • ELLs should record <i>hook</i> and <i>captivating</i> into a personal dictionary or vocabulary log. They may need several examples of the word <i>captivating</i> and practice using it in context.



Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)

Work Time	Meeting Students' Needs
<p>A. How Do Writers Create Captivating Hooks? (15 minutes)</p> <ul style="list-style-type: none">Two options for introducing hooks:<ul style="list-style-type: none">Refer students to the model hooks in the Hooking Our Readers! handout. (These are based on the Accessing Books around the World recording form for <i>That Book Woman</i>.)Show the class three to five captivating hooks you've written on chart paper and on a student handout. Try to vary the strategies used in each sentence (i.e., question format, an exclamation, an interesting fact, or a quote from a text— see examples below). Below the hook, write the question “What did the writer do to make this hook captivating?” and leave space for students to write.Ask the class to collaborate in small groups to read the hooks on their handout and then discuss why the hook is captivating. After that, they should write a brief comment on the handout that answers the question: “What did the writer do to make this hook captivating?”Whole group, discuss how the writers made each hook captivating. Track students' thinking on an anchor chart titled: How Do Writers Make Hooks Captivating? Depending on what types of hooks are used as models, the anchor chart may contain ideas such as:<ol style="list-style-type: none">They ask the reader a question (i.e., “Have you ever met someone who changed your life forever?”).They tell the reader an interesting fact (i.e., “In the 1930s, President Roosevelt created a program to bring books to areas of Kentucky where there weren't many schools or libraries.”).They tell the reader a specific quote from a book (i.e., “It's not the horse alone that's brave, I reckon, but the rider, too.”)	<ul style="list-style-type: none">Use thoughtful grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.Collaboration supports students' engagement.



Revising My Accessing Books around the World Informative Paragraph
for a Hook to Captivate My Reader (Optional Lesson)

Work Time (continued)	Meeting Students' Needs
<p>B. Writing Hooks (25 minutes)</p> <ul style="list-style-type: none">• Briefly model writing a hook (or two) for the model paragraph from previous lessons, using the ideas on the hook anchor chart. Read these hooks aloud to the students, who will help identify which one sounds most captivating.• Students then write hooks for their paragraphs. Students write their hooks in a few different ways and read them aloud to peers during the writing time. Confer as they write, referring them to the anchor chart and model hooks as necessary.• Then invite students to select the hook they feel is most captivating for the reader and bring their favorite hook to share during the Debrief.	<ul style="list-style-type: none">• ELLs may need extended time to write their hooks.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none">• Students Pair-Share their hooks by reading them aloud to a peer and using the sentence frame: "I think my hook is captivating because I _____."• If time permits, engage students in a conversation about how they wrote their hooks. What were their successes and challenges as writers today?	<ul style="list-style-type: none">• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and give the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Keep working on your paragraph. <p><i>Note: Use the Conventions checklist to provide feedback on students' paragraph conventions. They will use this feedback to edit in Lesson 15.</i></p>	



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Grade 3: Module 1: Unit 3: Lesson 14

Supporting Materials



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Directions: Read the hooks below with your group and answer the question below each one:

- 1. “Have you ever met someone who changed your life forever?”**

What did the writer do to make this hook captivating?

- 2. “In the 1930s, President Roosevelt created a program to bring books to areas of Kentucky where there weren’t many schools or libraries.”**

What did the writer do to make this hook captivating?

- 3. “It’s not the horse alone that’s brave, I reckon, but the rider, too.”**

What did the writer do to make this hook captivating?

- 4. “Falling in love with reading is like magic!”**

What did the writer do to make this hook captivating?



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 15

Editing and Publishing: Accessing Books around the World Informative Paragraph



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

I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)
I can use conventions to send a clear message to my reader. (L.3.2)

Supporting Learning Targets

- I can write a final draft that reflects craftsmanship.
- I can use correct capitalization in my writing.
- I can use correct end punctuation in my writing.
- I can spell grade-appropriate words correctly.
- I can use resources to check and correct my spelling.

Ongoing Assessment

- Final published paragraph

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Mini Lesson: Editing Conventions (5 minutes)
 - B. Application: Editing Conventions (20 minutes)
 - C. Mini Lesson: Craftsmanship (5 minutes)
 - D. Publishing Paragraphs, Part 1 (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Ideally, students will finish editing their writing at school; however, if students need more time to complete the task, they may take their writing home to complete.

Teaching Notes

- Ensure that you have completed a Conventions checklist for each student. This is essential for Work Time Part C.
- Bookmark Publication Tip: Students may write their final published paragraphs on a standard-sized piece of paper, which can then be reduced in size on a photocopier to match the size of the bookmark cardstock.



Lesson Vocabulary	Materials
correct, grade-appropriate, resources, reflect, check, handwriting, craftsmanship, capitalization, ending, punctuation, publish	<ul style="list-style-type: none">• Students' paragraph drafts with revisions• Accessing Books around the World Paragraph Conventions Checklist (from Lesson 12; for teacher use)• Final draft paper

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Recap the writing journey students have been on with their Accessing Books around the World bookmarks. They have planned, drafted, and revised their paragraphs. Today is an editing day, which means students correct spelling, punctuation, and capitalization of their writing.• Distinguish editing from revision. Refer to the supporting targets of the lesson, clarifying the words <i>capitalization</i>, <i>spell</i>, <i>resources</i>, and <i>punctuation</i>.• Remind students that when they edit their writing for these conventions, their work reflects <i>craftsmanship</i> which is another word for care and quality in presentation.• Tell students they will rewrite their final paragraphs using their most careful handwriting when they have finished editing. This is also an element of craftsmanship.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• ELLs can enter <i>craftsmanship</i> into their personal dictionaries or vocabulary logs.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Editing Conventions (5 minutes)</p> <ul style="list-style-type: none"> • Model for students how to use the Accessing Books around the World Paragraph Conventions Checklist and their draft writing to edit their spelling, capitalization, and punctuation. • First, model for students about how writers read through their drafts to identify words that are misspelled. Model for students how they should mark these words and then find the correct spelling for their words from classroom resources: on word walls, in dictionaries, on vocabulary cards, or in the texts used throughout the module. Sometimes students may need someone to simply correct the spelling of words that third-graders do not need to know how to spell on their own. • Invite students to share the rules for capitalization (i.e., start of sentences and proper nouns). Next, model how to search for capital letters at the start of sentences and with names of specific people and places. Support students by identifying places in their writing where they need to add capital letters before they begin editing independently. • Discuss end punctuation. Remind students that punctuation marks are important signals that help readers know when to slow down, stop, or read with expression. Students should be on the lookout for places where they need to include a period, question mark, or exclamation point in their paragraphs. Support students by identifying places in their writing where they need to add ending punctuation before they begin editing independently. 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols on the Conventions checklist to support students. • Students needing additional support will benefit from a few targeted areas for editing marked on their paragraphs. • During Work Time, pull small, targeted needs-based groups of students as required.
<p>B. Application: Editing Conventions (20 minutes)</p> <ul style="list-style-type: none"> • Students spend 20 minutes of this session editing their writing for correct capitalization, spelling, and punctuation. Remind students to use their Conventions checklists to identify what they need to work on. Confer with students and offer support and guidance as needed. 	<ul style="list-style-type: none"> • Refer to a nonlinguistic symbol for <i>craftsmanship</i> to assist ELLs in making the connection.
<p>C. Mini Lesson: Craftsmanship (5 minutes)</p> <ul style="list-style-type: none"> • Briefly review the word <i>craftsmanship</i>. Remind students that work that shows craftsmanship is neatly and carefully created. This is important because the reader needs to be able to understand our writing. Show students a final handwritten paragraph and invite them to Pair-Share what they notice about the craftsmanship of a published paragraph. Connect the word <i>publish</i> to the writing process vocabulary used throughout the unit. Track students' ideas about craftsmanship on an anchor chart titled: When Writers Show Craftsmanship, What Do They Do? • Suggested ideas for the chart include: <ul style="list-style-type: none"> * Put spaces between their words * Use their neatest handwriting 	<ul style="list-style-type: none"> • ELLs may require extended time for completion of task and use of a bilingual dictionary.



Work Time (continued)	Meeting Students' Needs
<p>D. Publishing Paragraphs, Part 1 (20 minutes)</p> <ul style="list-style-type: none">Students write their final revised and edited paragraphs onto a new sheet of paper, attending to the elements of craftsmanship generated during the lesson. Confer with students and provide feedback and guidance as needed. <p><i>Note: Students will also have 15 minutes in the next session will to continue publishing their paragraphs.</i></p>	<ul style="list-style-type: none">ELLs may need extended time to write their hooks.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Invite students to pair share their successes and challenges connected to craftsmanship:<ul style="list-style-type: none">* “What are you most proud of?”* “What was challenging for you?”	<ul style="list-style-type: none">Post a sentence starter and model to assist as students participate in discussion: “I am most proud of _____” and “Writing neatly is a challenge for me because _____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Ideally, students will finish editing their writing at school; however, if students need more time to complete the task, they may take their writing home to complete. <p><i>Note: Photocopy students' writing before they take it home to ensure a backup copy if needed.</i></p>	

There are no new supporting materials for this lesson.



EXPEDITIONARY
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Grade 3: Module 1: Unit 3: Lesson 16

Illustrating: Geography Icon



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

I can write an informative text. (W.3.2)

I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. (W.3.2)

Supporting Learning Targets

- I can create a quality illustration that helps the reader understand my Accessing Books around the World paragraph.

Ongoing Assessment

- Student illustration and list of geographical features about the region

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. Publishing Paragraphs, Part 2 (15 minutes)
 - B. Identifying Criteria for a Quality Illustration (5 minutes)
 - C. Creating Illustrations (30 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Ideally, students will finish their illustrations at school; however, if students need more time to complete the task, they may take their illustrations home to complete.

Teaching Notes

- As noted in the Performance Task description, students may create their illustrations using technology or in collaboration with a studio art teacher.
- In advance: Create a model bookmark illustration, or locate an appropriate model on the internet.
- Once students have completed both their published paragraph and quality illustration, they should attach them on a piece of cardstock for the final bookmark. See Lesson 15 about using a photocopier to reduce students' writing to fit the bookmark cardstock.
- Vocabulary may need to be clarified for some students: bookmark, superhero, bring to life.



Lesson Vocabulary	Materials
create, quality, informative paragraphs, illustration	<ul style="list-style-type: none">• Chart paper• Markers• Model bookmark illustration (teacher-created or teacher-provided)• Materials for student illustrations (small pieces of paper, colored pencils, markers)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their efforts and perseverance! Today they will continue the publishing work from yesterday and complete the final step of their Accessing Books around the World task: an illustration for their bookmark. Discuss the words <i>create</i>, <i>quality</i>, and <i>illustration</i> to ensure that students understand the target. Consider adding pictures above these words to help students understand the academic vocabulary of the target.• Briefly discuss why writers often include illustrations with text. “Remember how we have been studying how readers use words and illustrations to better understand text?” Take a moment to look at illustrations in some favorite picture books as a way to help students connect illustrations to the work of writers in the real world. “Now we get to try that as writers as we create illustrations to match our informative paragraphs.”	<ul style="list-style-type: none">• Increase interactions with vocabulary in context to support all learners.

Work Time	Meeting Students' Needs
<p>A. Publishing Paragraphs, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• Briefly refer to the craftsmanship anchor chart from the previous session. Remind students to attend to the elements of craftsmanship as they finish publishing today. Confer with students and provide feedback and guidance as needed.	<ul style="list-style-type: none">• Providing a model enables students to gain a clear and understandable vision of the criteria for a quality illustration.



Work Time (continued)	Meeting Students' Needs
<p>B. Identifying Criteria for a Quality Illustration (5 minutes)</p> <ul style="list-style-type: none">• Invite students to study a model bookmark illustration alongside the model paragraph with the framing question: “What makes this a quality Accessing Books around the World bookmark illustration?”• Students may then discuss this question with a peer or small group. Listen in on students’ conversations and target a few students to respond. As they share, track these criteria on an anchor chart titled: What Makes a Quality Accessing Books around the World Bookmark Illustration? Emphasize that students should not worry about their artistic ability. What is most important is the message they convey through their illustration. Guide students toward the general criteria.• The illustration:<ul style="list-style-type: none">* Shows something important/special about the librarian or organization* Matches the text in the Accessing Books around the World paragraph* Fills the whole piece of paper* Provides detail* Displays care and neatness* Is carefully outlined with a marker• Briefly think aloud about how an illustrator decides what to create: “That Book Woman carried books on her horse to people deep in the Appalachian Mountains. I could draw a picture of a horse with books tied to the saddle. I also know that the paths are difficult to travel on. I could draw the path really narrow and steep with lots of rocks and plants like it would be in the mountains.” Invite students to turn and talk with a partner and share one or two ideas for how they might select their illustration.	<ul style="list-style-type: none">• Consider providing nonlinguistic symbols to assist ELLs in making connections with the criteria. These symbols can be used throughout the year when discussing quality illustrations.
<p>C. Creating Illustrations (30 minutes)</p> <ul style="list-style-type: none">• During the remainder of the work time, students create their final bookmark illustrations. Use this time to confer with students and provide feedback and reminders about criteria as appropriate. Remind students that because readers need illustrations and matching text to understand what they read, their job as writers is to create a picture that brings Accessing Books around the World to life.	<ul style="list-style-type: none">• Some ELLs may need clarification on the phrase “bring to life.”



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their illustrations to the debrief and share why they chose to create their specific one and how they think their drawing reflects the criteria for quality.	<ul style="list-style-type: none">• Consider providing a sentence starter to assist ELLs with oral language production.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Ideally, students will finish their illustrations at school; however, if students need more time to complete the task, they may take their illustrations home to complete. <p><i>Note: Remember to invite a real audience for the bookmark share during Lesson 17. The audience may be students within the class, students in a different class, families, etc. Depending on the audience, the share may happen within that lesson or within another block of time.</i></p>	

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 17

On-Demand End of Unit Assessment and Bookmark Celebration



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

I can write an informative text. (W.3.2)

Supporting Learning Targets

- I can write a new informative paragraph about how people help deliver books to children in remote and difficult places.
- I can read my Accessing Books around the World bookmark fluently to my audience.

Ongoing Assessment

- On-Demand End of Unit Assessment (informative paragraph)
- Student presentation of bookmark

Agenda

1. Opening
 - A. Engaging the Writer (5 minutes)
2. Work Time
 - A. On-Demand End of Unit Assessment (35 minutes)
 - B. Bookmark Share and Celebration (15 minutes)
 - C. Creating Illustrations (30 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. None.

Teaching Notes

- In this assessment, students read an excerpt from *My Librarian is a Camel* from another country (not the country that they made their bookmark about).
- Be sure to invite a real audience for the bookmark share (it may be students within the class, students in a different class, families, etc.). Depending on the audience, the share may happen within this lesson or within another block of time.
- Note: Although students read their bookmarks aloud, this does not formally address a fluency CCLS, since students' own writing is unlikely to be at the third-grade reading level.



Lesson Vocabulary	Materials
audience, informative, paragraph, fluently	<ul style="list-style-type: none">• Paragraph Writing Accordion graphic organizer (one per student)• Students will need access to the text from <i>My Librarian Is a Camel</i> for the following countries: Finland, Indonesia, Papua New Guinea, Thailand, Zimbabwe.• On-Demand End of Unit Assessment: Accessing Books around the World: An Informative Paragraph (one per student)• Final published bookmarks• Accessing Books around the World Paragraph Content Checklist (introduced in Lesson 12; included here for Teacher Reference for scoring the assessment)Materials for student illustrations (small pieces of paper, colored pencils, markers)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Tell the class that today's lesson is all about demonstrating and celebrating what they've learned as writers and bookmark creators.• Students should be familiar with the language of the targets, so read them aloud and invite students to turn and tell a partner what each target means in their own words. Address any questions or misconceptions.	

Work Time	Meeting Students' Needs
<p>A. Publishing Paragraphs, Part 2 (15 minutes)</p> <ul style="list-style-type: none">• A. On-Demand End of Unit Assessment (35 minutes)• Students will write a paragraph independently (no assistance from peers or teachers).• Introduce the assessment with language such as: "You all have been working hard as writers to learn what makes a quality informative paragraph. Today you are going to show everything you know about writing a quality informative paragraph. You may not write about the librarian or organization portrayed on your bookmark, but you may write about any other librarian or organization you learned about in <i>My Librarian Is a Camel</i>."• Answer any clarifying questions and invite students to begin writing once they are clear on the assessment task.• Tell them that they may use the Paragraph Writing Accordion graphic organizer if it is helpful.	<ul style="list-style-type: none">• Provide time for students to practice reading their bookmark paragraph aloud fluently in preparation for the celebration/share.



Work Time (continued)	Meeting Students' Needs
<p>B. Bookmark Share and Celebration (15 minutes)</p> <ul style="list-style-type: none">Celebrate the end of Module 1 by having students share their Accessing Books around the World bookmarks with others. Students read their paragraphs aloud to an audience (this may be done one-on-one or in small groups) and answer any questions the audience has about the librarian. Depending on the audience, consider setting up a structure for audience feedback: "I like how you _____," and "I learned _____."	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Invite students to share with a small group their most interesting new learning about Accessing Books around the World."I used to _____, but now I _____." (For example: "I used to think that all children went to the library to get their books, but now I know that people like the 'Book Woman' delivered books to children high in the Appalachian Mountains on her horse.")	<ul style="list-style-type: none">Consider providing a sentence frame or starter, or a cloze sentence to assist ELLs with language production and the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 3: Lesson 17

Supporting Materials



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Read a new short excerpt from *My Librarian is a Camel* about a new country. Write an informative paragraph describing whom the librarian or organization is and why the person or organization is special.

You may use your “Accessing Books around the World” recording forms or your background knowledge to write your paragraph. You may also use the Paragraph Writing Accordion graphic organizer if it’s helpful.

You will write all by yourself today. Remember to try to meet all of the criteria for a quality informative paragraph.



.....
Name:
.....

.....
Date:
.....

Topic:

Detail:

Explain:

Detail:

Explain:



Learning Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can write a clear topic sentence that introduces the reader to my hero.				
I can include important details about my librarian: 1. Where the librarian is located 2. How the person or organization acted in a special way in order to deliver books				
I can write a conclusion that wraps up the paragraph for my reader.				