



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*



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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
<p>1. Opening</p> <p>A. Engaging the Reader and Building Fluency: Read-aloud of <i>Thank You, Mr. Falker</i> by Patricia Polacco (10 minutes)</p> <p>B. Unpacking the Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Rereading on Your Own: Capturing the Gist (20 minutes)</p> <p>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p> <p>A. 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?</p>	<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
<p>gist, excerpt, stumbled, longed, abuzz, elegant, brilliant, bounded, cupboard (these vocabulary words will be addressed in Lesson 2)</p>	<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 or Nasreen's Secret School or 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."



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Name:
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Date:
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Close Read Recording Form for book:

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



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Name:
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Date:
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Close Read Recording Form for book:

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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
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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 difficulty 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, 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. 	



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 2: Lesson 2

Supporting Materials



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Name:
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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)



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?



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Building Fluency: Read-aloud of <i>The Boy Who Loved Words</i> (10 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Rereading on Your Own: Capturing the Gist (20 minutes)B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. 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:
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Date:
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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>	

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



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Name:
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Date:
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Close Read Recording Form for book:

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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

1. Opening
 - A. Engaging the Reader (15 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (10 minutes)
 - B. Share (10 minutes)
 - C. Vocabulary (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. 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. 	



EXPEDITIONARY
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Grade 3: Module 1: Unit 2: Lesson 4

Supporting Materials



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Name:

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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
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader (5 minutes)B. Read-aloud and Discussion: <i>The Incredible Book-Eating Boy</i> (15 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Reading Stamina: Fishbowl and Discussion (10 minutes)B. Student Practice: Building Reading Stamina and Completing the Stamina Tracker (20 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Debrief (5 minutes)B. Self-Assessment (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. 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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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

- 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.

Ongoing Assessment

- Information/Evidence recording form
- Accordion graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) B. Vocabulary Mini Lesson: The Language of Goal Setting (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Revisiting Reading Superpowers Anchor Charts (5 minutes) B. Collecting My Reading Information (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework <ol style="list-style-type: none"> A. 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
<p>proficient/proficiently, independent/independently, record, reflect, identify, evidence, data, sort, strengths, challenges, goals</p>	<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:
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Date:
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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
<p>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>?</p>	

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
<p>I’m reading fluently.</p> <p>I find a lot of books that interest me.</p>	<p>My fluency score on the story “The Whirlwind Day” was 101 words per minute.</p> <p>My log of Books Read shows that I have read and finished five books in the last few weeks.</p>
<p>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>?</p>	
<p>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!</p>	



What I Need to Work On	Evidence
<p>I rush through punctuation when I read out loud.</p> <p>Figuring out words that I don't know</p> <p>Reading other books besides fiction</p> <p>Stamina!</p>	<p>After my DRA, my teacher noticed that and pointed it out to me.</p> <p>I realize that I skip over words I don't know when I read. I counted seven skipped words on my fluency running record.</p> <p>Every single one of the books I wrote down in my log of Books Read is fiction!</p> <p>I was only able to stay focused for 10 minutes. I talked to Aaron.</p>
<p>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>?</p>	
<p>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.</p>	



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.



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

Date:
.....

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
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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
<p>proficient/proficiently, independent/independently, record, reflect, identify, evidence, data, sort, strengths, challenges, goals</p>	<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

Supporting Materials



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EXPEDITIONARY
LEARNING

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, power</i>



Lesson Vocabulary	Materials
<p>identify, skills, practice, excerpt, read-aloud, fluent, fluency, phrasing, rate, expression, punctuation, criteria</p>	<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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Grade 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
LEARNING

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
<p>criteria, practice, punctuation, text, fluent, read-aloud, interests,</p>	<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 Am the Book 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
LEARNING

Grade 3: Module 1: Unit 2: Lesson 10

Developing Reading Fluency: Beginning the End of Unit 2 Assessment



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> 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"> Opening <ol style="list-style-type: none"> Engaging the Reader : Audio Recording or Read-aloud (3 minutes) Fluent Reader Vocabulary Review (7 minutes) Work Time <ol style="list-style-type: none"> Modeling: Giving Feedback Using a Criteria List (10 minutes) Partner Practice, Part 1 (15 minutes) Individual Rehearsal (10 minutes) Partner Practice, Part 2 (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief (10 minutes) Homework <ol style="list-style-type: none"> 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.



EXPEDITIONARY
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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)



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LEARNING

GRADE 3: MODULE 1: UNIT 2: LESSON 3

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



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader and Building Fluency: Read-aloud of <i>The Boy Who Loved Words</i> (10 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Rereading on Your Own: Capturing the Gist (20 minutes)B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS) (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. 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 <i>The Boy Who Loved Words</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 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 ... <i>(character)</i>	
in ... <i>(setting)</i>	
wanted ... <i>(motivation)</i>	
but ... <i>(problem)</i>	
so ... <i>(resolution)</i>	

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



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Name:
.....

.....
Date:
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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

1. Opening
 - A. Engaging the Reader (15 minutes)
2. Work Time
 - A. Answering Text-Dependent Questions (10 minutes)
 - B. Share (10 minutes)
 - C. Vocabulary (20 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. 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:

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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
<p>1. Opening</p> <ul style="list-style-type: none">A. Engaging the Reader (5 minutes)B. Read-aloud and Discussion: <i>The Incredible Book-Eating Boy</i> (15 minutes) <p>2. Work Time</p> <ul style="list-style-type: none">A. Reading Stamina: Fishbowl and Discussion (10 minutes)B. Student Practice: Building Reading Stamina and Completing the Stamina Tracker (20 minutes) <p>3. Closing and Assessment</p> <ul style="list-style-type: none">A. Debrief (5 minutes)B. Self-Assessment (5 minutes) <p>4. Homework</p> <ul style="list-style-type: none">A. 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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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

- 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.

Ongoing Assessment

- Information/Evidence recording form
- Accordion graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) B. Vocabulary Mini Lesson: The Language of Goal Setting (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Revisiting Reading Superpowers Anchor Charts (5 minutes) B. Collecting My Reading Information (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) 4. Homework <ol style="list-style-type: none"> A. 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
<p>proficient/proficiently, independent/independently, record, reflect, identify, evidence, data, sort, strengths, challenges, goals</p>	<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

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Name:
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Date:
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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
<p>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>?</p>	

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
<p>I'm reading fluently.</p> <p>I find a lot of books that interest me.</p>	<p>My fluency score on the story "The Whirlwind Day" was 101 words per minute.</p> <p>My log of Books Read shows that I have read and finished five books in the last few weeks.</p>
<p>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>?</p>	
<p>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!</p>	



What I Need to Work On	Evidence
<p>I rush through punctuation when I read out loud.</p> <p>Figuring out words that I don't know</p> <p>Reading other books besides fiction</p> <p>Stamina!</p>	<p>After my DRA, my teacher noticed that and pointed it out to me.</p> <p>I realize that I skip over words I don't know when I read. I counted seven skipped words on my fluency running record.</p> <p>Every single one of the books I wrote down in my log of Books Read is fiction!</p> <p>I was only able to stay focused for 10 minutes. I talked to Aaron.</p>
<p>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>?</p>	
<p>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.</p>	



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.



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

Date:
.....

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

Supporting Materials



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EXPEDITIONARY
LEARNING

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

- I can identify the skills of a fluent reader.
- I can practice reading an excerpt from my independent reading book with fluency.

Ongoing Assessment

- Student Criteria recording form
- Fluent Reading Criteria checklist (completed after listening to individual students read)

Agenda

1. Opening
 - A. Engaging the Reader : Audio Recording or Read-aloud (10 minutes)
2. Work Time
 - A. Whole Group Listen to Read-aloud (15 minutes)
 - B. Generate Criteria for a Fluent Read-aloud (10 minutes)
 - C. Whole Group Practice and Check-in against Criteria (10 minutes)
 - D. Partner Practice with Check-in against Criteria (10 minutes)
3. Closing and Assessment
 - A. Debrief (5 minutes)
4. Homework
 - A. Practice reading a book or book excerpt aloud to someone.

Teaching Notes

- This lesson formally introduces the term *fluency* 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 *Thank You, Mr. Falker* 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 *Thank You, Mr. Falker* 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: *story teller, power*



Lesson Vocabulary	Materials
<p>identify, skills, practice, excerpt, read-aloud, fluent, fluency, phrasing, rate, expression, punctuation, criteria</p>	<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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Grade 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
LEARNING

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
<p>criteria, practice, punctuation, text, fluent, read-aloud, interests,</p>	<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 Am the Book 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

Supporting Materials



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



EXPEDITIONARY
LEARNING

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.