

**TEACHER MANUAL**



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EXPEDITIONARY  
LEARNING

# Grade 3: Module 1

## Overview



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

and independent readers who have their own “reading superpowers.” (The phrase “reading superpowers” is meant to help third-graders understand what is required to demonstrate mastery of the Common Core reading standards.) This unit includes a heavy emphasis on building reading fluency. In Unit 3 (the longest), students will delve into geography, and how where one lives in the world impacts how one accesses books. They will continue building knowledge and vocabulary related to world geography as they study excerpts from *My Librarian Is a Camel*, which describes how librarians overcome challenges of geography to get books to people. They will apply their learning by writing a simple information report about how people access books around the world, focusing on the role of specific librarians or organizations they studied. This writing will be in the form of a bookmark, which students can then give to their school or local library. **The bookmark performance task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.1.**

### Guiding Questions And Big Ideas

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

### Performance Task

#### **Accessing Books around the World Bookmark**

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



#### Content Connections

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

#### NYS Social Studies Core Curriculum

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



| NYSP12 CCLS Assessed in This Module: READING—LITERATURE  | Long-Term Learning Targets   |
|--|--|
| <ul style="list-style-type: none"> <li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can ask questions to deepen my understanding of a literary text.</li> <li>• I can answer questions using specific details from the text.</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</li> </ul>                        | <ul style="list-style-type: none"> <li>• I can retell a story using key details from the text.</li> <li>• I can identify the main message or lesson of a story using key details from the text.</li> </ul>                     |
| <ul style="list-style-type: none"> <li>• RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can describe the characters in a story (their traits, motivations, feelings).</li> <li>• I can describe how a character’s actions contribute to the events in the story.</li> </ul> |
| <ul style="list-style-type: none"> <li>• RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can distinguish between a narrator or character’s point of view and my own.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li> </ul>  | <ul style="list-style-type: none"> <li>• I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).</li> </ul>   |
| <ul style="list-style-type: none"> <li>• RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</li> <li>• RL.3.11a. Self-select text based upon personal preferences.</li> </ul> | <ul style="list-style-type: none"> <li>• I can make connections between texts and ideas to comprehend what I read.</li> <li>• I can choose texts that interest me.</li> </ul>  |
| NYSP12 CCLS Assessed in This Module: READING—Informational Text  | Long-Term Learning Targets   |
| <ul style="list-style-type: none"> <li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can ask and answer questions about a text.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can determine the main idea of an informational text.</li> <li>• I can retell key ideas from an informational text.</li> </ul>  |



| NYSP12 CCLS Assessed in This Module: Informational Text  | Long-Term Learning Targets  |
|--|---|
| <ul style="list-style-type: none"> <li>• RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can make connections between the events, ideas, or concepts in a text.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> </ul>   | <ul style="list-style-type: none"> <li>• I can use information from illustrations (maps, photographs) to understand informational texts.</li> <li>• I can use information from the words to understand informational texts.</li> </ul>  |
| NYSP12 CCLS Assessed in This Module: Writing   | Long-Term Learning Targets  |
| <ul style="list-style-type: none"> <li>• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.2b. Develop the topic with facts, definitions, and details.</li> <li>• W.3.2d. Provide a concluding statement or section.</li> </ul> | <ul style="list-style-type: none"> <li>• I can write an informative/explanatory text.</li> <li>• I can write an informative/explanatory text that has a clear topic.</li> <li>• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.</li> <li>• I can develop the topic with facts, definitions, and details.</li> <li>• I can construct a closure on the topic of an informative/explanatory text.</li> </ul> |
| <ul style="list-style-type: none"> <li>• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> </ul>   | <ul style="list-style-type: none"> <li>• I can produce writing that is appropriate to task and purpose (with support).</li> </ul>   |
| <ul style="list-style-type: none"> <li>• W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can document what I learn about a topic by taking notes.</li> <li>• I can document what I learn about a topic by sorting evidence into categories.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can write for a variety of reasons.</li> </ul>   |



| NYSP12 CCLS Assessed in This Module: <b>SPEAKING AND LISTENING</b>  | Long-Term Learning Targets  |
|---|---|
| <ul style="list-style-type: none"> <li>• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can effectively participate in a conversation with my peers and adults.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• S.L. 3.1d. Explain their own ideas and understanding in light of the discussion.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can follow our class norms when I participate in a conversation.</li> <li>• I can explain what I understand about the topic being discussed.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can demonstrate fluency when reading stories or poems for an audio recording.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can speak in complete sentences with appropriate detail.</li> </ul>  |
| NYSP12 CCLS Assessed in This Module: <b>LANGUAGE</b>  | Long-Term Learning Targets  |
| <ul style="list-style-type: none"> <li>• L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>– Capitalize appropriate words in titles.</li> <li>– Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>– Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>– Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• I can use conventions to send a clear message to my reader.</li> <li>• I can capitalize appropriate words in titles.</li> <li>• I can spell words that have suffixes added to base words correctly.</li> <li>• I can use spelling patterns to spell words correctly.</li> <li>• I can use resources to check and correct my spelling.</li> </ul> |





| NYSP12 CCLS Assessed in This Module: LANGUAGE   | Long-Term Learning Targets  |
|---|---|
| <ul style="list-style-type: none"><li>• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</li></ul>   | <ul style="list-style-type: none"><li>• I can use what the sentence says to help me to determine what a word or phrase means.</li></ul> |
| <ul style="list-style-type: none"><li>• L.3.6. Acquire and use accurate and grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</li></ul> | <ul style="list-style-type: none"><li>• I can accurately use third-grade academic vocabulary to express my ideas.</li></ul>             |



Central Texts

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



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



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



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



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# Grade 3: Module 1

## Assessment Overview



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



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





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## Performance Task



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### Summary of Task

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

### Format

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

### Standards Assessed Through This Task

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



### Student-Friendly Writing Invitation/Task Description

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

### Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

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

#### **Your bookmark should include:**

- An informative paragraph that describes your specific librarian, librarians, or organization in your specific country, what country the person or organization is from, and how they help people access books in a unique way (W.3.2)
  - In your paragraph, specific facts, definitions, and details (in your informative paragraph) from the texts you read that describe your librarian/librarians/organization from this country (RI.3.2)
  - A bulleted list of other important facts about the physical geography of the country you studied (W.3.4)
  - One high-quality illustration that accurately portrays the physical characteristics of the country you studied (W.3.2)
  - Correct capitalization and spelling of grade-level words (L.3.1)
- “Craftsmanship” so that your bookmark matches all the bookmark conventions established by the class (W.3.5)



**Options For Students**

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

**Options For Teachers**

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



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# Grade 3: Module 1: Unit 1

## Overview



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

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

#### Guiding Questions And Big Ideas

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



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

### Content Connections

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

### NYS Social Studies Core Curriculum

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



**Central Texts**

James Rumford, *Rain School* (New York: Houghton Mifflin Harcourt, 2010); ISBN-13: 978-0 547-24307-8, ISBN-10: 0-547-24307-3.

Jeanette Winter, *Nasreen's Secret School* (San Diego: Beach Lane Books, 2009); ISBN-13: 978-1-416-99437 4, ISBN-10: 1-416-99437-8.

Heather Henson, *That Book Woman* (New York: Atheneum Books for Young Readers, 2008); ISBN-13: 978-1-4169-0812-8, ISBN-10: 1-1469-0812-9. (just one text for the teacher)

Jeanette Winter, *The Librarian of Basra: A True Story from Iraq* (Houghton Mifflin Harcourt, 2005); ISBN-13: 978-0-15-205445-8, ISBN-10: 0-152-05445-6.





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

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



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



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



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



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



**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.

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



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# Grade 3: Module 1: Unit 1

## Recommended Texts



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Unit 1 focuses on people around the world who go to great lengths to get an education and to gain access to books. The list below includes works with a range of Lexile® text measures about the cultures of many countries. This provides appropriate independent reading for each student to help build content knowledge about the topic.

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

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

**Common Core Band Level Text Difficulty Ranges:**

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

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

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





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



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



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# **Grade 3: Module 1: Unit 1: Lesson 1**

## **Talking with My Peers:**

### **Carousel of Reading Superheroes around the World**



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

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

**Agenda**

**1. Opening**

- A. Unpacking the Learning Targets (5 minutes)
- B. Practicing Observing Closely: I Notice/I Wonder (10 minutes)

**2. Work Time**

- A. Carousel Protocol: Pictures from around the World (20 minutes)
- B. Predicting the Text: Quotes Related to the Content of the Module (15 minutes)

**3. Closing and Assessment**

- A. Debrief (5 minutes)
- B. Exit Ticket (5 minutes)

**4. Homework**

**Teaching Notes**

- In advance: Post charts around the room (see step 2A of Agenda).
- Prepare a piece of chart paper with a Quote from *My Librarian is a Camel* “The herders like to use ‘iron horses,’ meaning motorbikes, instead of real horses. Very few people have telephones, television, or access to computers, but most people can read!”
- The Carousel protocol is a simple way to engage students with new content by getting them up moving, thinking, talking, and writing. In this lesson, students look at some “mystery” photographs to pique their curiosity. Do *not* reveal what the pictures are about or tell the students the guiding question for the module until the end of the lesson.
- Review Think-Pair-Share and Carousel protocols (Appendix 1).
- There are vocabulary words that are not domain-specific or academic that may need to be clarified for students: *question*, *conversation*, *power*.
- ELLs may not have the comic book definition of superhero. Connect to students’ backgrounds to find their schema for a superhero.



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

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



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



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



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





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



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



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# Grade 3: Module 1: Unit 1: Lesson 1

## Supporting Materials



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## Quotes from *My Librarian Is a Camel*<sup>1</sup>

By Margriet Ruurs

Date:

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

### Questions I have:

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

**Questions I have:**

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

**Questions I have:**

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<sup>1</sup>© Boyds Mills Press (2005).



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

**Questions I have:**

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

**Questions I have:**

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<sup>1</sup>© Boyds Mills Press (2005).



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## **Grade 3: Module 1: Unit 1: Lesson 2**

### **Introducing Close Reading:**

#### Finding the Main Message and Taking Notes about *Rain School*

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



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

- Close Read recording form (parts 1 and 2)





| Agenda   | Teaching Notes  |
|--|---|
| <b>1. Opening</b><br>A. Engaging the Reader and Building Fluency:<br>Read-aloud of <i>Rain School</i> (10 minutes)<br>B. Unpacking the Learning Targets<br>(5 minutes)<br><b>2. Work Time</b><br>A. Rereading on Your Own: Capturing the Gist (20 minutes)<br>B. Reading Again for Important Details: Somebody In<br>Wanted But So (SIWBS)<br>(20 minutes)<br><b>3. Closing and Assessment</b><br>A. Debrief (5 minutes)<br><b>4. Homework</b> | <ul style="list-style-type: none"><li>• This lesson introduces students to the concept of reading closely, by moving them through a specific process. Students will use this reading routine throughout the year, so take time in this lesson and in the coming weeks to be sure they understand the purpose and process. To understand this process more fully, review Helping Students Read Closely (Appendix 1).</li><li>• For this lesson and the next lesson, students will need access to <i>Rain School</i>.</li><li>• In advance: Create a chart of the Close Read recording form.</li><li>• Note that the read-aloud has two purposes: to engage students and to build fluency. Be sure that all students can see the text: Project it on a document camera or gather students close.</li><li>• The read-aloud should be “pure”: Simply read the text. Do NOT start with a picture walk, pause to discuss key passages, etc. During the lesson, students will reread the text multiple times on their own to understand the text more fully. The read-aloud is just a taste: to get the beautiful language, rich images, and important ideas swimming in the classroom.</li><li>• Review Think-Pair-Share protocol (Appendix 1).</li></ul> |

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



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



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



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



| Work Time (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"><li>• Give students 2 to 3 minutes to discuss with their groups the important details they collected. Consider asking students to consider whether the important details of the story changed their thinking about the story's lesson.</li><li>• Point out to students that our understanding of a story gets deeper or changes when we reread and pay attention to details that relate to the main message or lesson.</li><li>• 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?"</li><li>• Gather students back in a circle, and as a whole group complete the Gathering Important Details section and the Close Read Recording Form for <i>Rain School</i>.</li></ul> |                         |



| Closing and Assessment   | Meeting Students' Needs  |
|--|--|
| <p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to review as a whole group the steps they took as readers today. Ask: “How did these steps help us to better understand this text?” Think-Pair-Share this question.</li><li>Once students have shared, tell them that today they did part of a process called close reading. Begin a <b>Close Readers Do These Things anchor chart</b>. In the next lesson they will read the text again and use the text to answer specific questions.</li></ul>  | <ul style="list-style-type: none"><li>Some students may benefit from being given sentence starters for Think-Pair-Share. An example of sentence starters can be found at the end of this lesson.</li></ul> |
| Homework   | Meeting Students' Needs  |
| <ul style="list-style-type: none"><li>Read some sections of <i>Rain School</i> out loud to someone at home or in front of a mirror. Tell someone at home what you already have figured out about the story. What is the story mostly about? What details are important, and why? How are the students in that school like you? How are they different?</li></ul> <p><i>Note: For the next lesson, students will continue to work with their Close Read Recording Forms and their copy of Rain School. Consider collecting students' work from today so nothing gets lost, or direct students to save their work in a reading folder.</i></p> |  |



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

## Supporting Materials



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Close Read Recording Form for book:

Name:

Date:

**Capturing the Gist of a Story**

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

**Gathering Important Details in a Story**

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

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





Close Read Recording Form for book:

*Rain School*

### Capturing the Gist of a Story

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

I think the lesson of the story is

### Gathering Important Details in a Story

|  |                 |
|--|-----------------|
| Somebody ...<br>(character)  |                 |
| in ...<br>(setting)  | Chad            |
| wanted ...<br>(motivation)   | to go...        |
| but ...<br>(problem)   | there was no... |
| so ...<br>(resolution)   | the students... |
| After thinking more closely about the characters and their motivations, <i>now</i> what do you think the lesson of this story is?<br>Why do you think this?<br><br>because the kids... |                 |



Read and Think on Your Own



Talk with Your Group about the Text



Write Notes or Answer Questions About  
the Text

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



Read and Think on Your Own



Talk with Your Group about the Text



Main Idea



Sort

DETAILS: Image Copyright Zurijeta, 2013. Used under license from Shutterstock.com.

DISCUSS: Image Copyright Jacek Chabraszewski, 2013. Used under license from Shutterstock.com.

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

SORT: Image Copyright S.Pytel, 2013. Used under license from Shutterstock.com.



The character(s) in this section are

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# **Grade 3: Module 1: Unit 1: Lesson 3**

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



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

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



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





| Work Time (continued)  | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"><li>Remind students that they will be thinking and talking a lot together this year. Tell them that today you will be listening in to see how they are doing with their discussion skills. In the interest of time, consider assigning each group one specific question to discuss.</li><li>Tell students that they will now be using this evidence to write an answer to the questions. Model this process for them by thinking aloud the answer while writing it on the chart. This may sound like: "The question says, 'How will school be different for Thomas when he starts again in September?' Well, I'm going to use the words in the question to begin my answer, so I will write, 'School will be different for Thomas because . . .'" Refer back to the evidence in the text: "Oh yeah, the text says, 'Thomas will be a big brother, leading the other children.' So I can finish my sentence with: 'he will now be a big brother instead of a little brother, and he will lead the other children.'"</li></ul> <p>Direct students back to their <i>Rain School</i>: Questions from the Text, inviting them to try writing answers. Remind them that the first part of the answer came from words in the question, while the second part of the answer came from the evidence in the text. Circulate and support students as they write.</p>  |                         |
| <p><b>B. Reading Again for Important Details: Somebody In Wanted But So (SIWBS)(20 minutes)</b></p> <ul style="list-style-type: none"><li>Gather students back in a circle. Congratulate them on their first reading of the text.</li><li>Tell them that it is important to get the gist of a text and think about the lesson before looking even more closely at the parts of the story. Tell students they will now be reading closely to collect the important details of the story that relate to this main message. Discuss the word <i>details</i> as the small parts of the story that add to the overall lesson.</li><li>Direct students' attention to the Close Read Recording Form, specifically to the Gathering Important Details section. Tell students they will be using the Somebody In Wanted But So categories to help them take notes on the important details of the story, and that each section is for a different kind of detail.</li><li>Review and discuss each category. On the Close Read Recording Form for <i>Rain School</i>, record literary terms that relate to each section while discussing. For example, write <i>character</i> under the word <i>somebody</i> because that's where students should record the people in the story. <i>In</i> indicates the <i>setting</i> of the story. <i>Wanted</i> tells the <i>motivation</i> of a character. <i>But</i> indicates the <i>problem</i>. <i>So</i> is the <i>solution</i> or <i>resolution</i>.</li><li>Tell students that they will be like detectives today, hunting for details to complete the Gathering Important Details section of their Close Read Recording Form. Remind students that they should reread the entire text in order to be thorough close readers and detectives. As students read the text, circulate and support them.</li></ul> |                         |



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



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



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# Grade 3: Module 1: Unit 1: Lesson 3

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

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

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

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

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

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

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



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# **Grade 3: Module 1: Unit 1: Lesson 4**

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



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

I can choose texts that interest me. (RL.3.11a)  
I can effectively participate in a conversation with my peers and adults. (SL.3.1)  
I can speak in complete sentences with appropriate detail. (SL.3.6)

**Supporting Learning Targets**

- I can select a “power book” that I want to read.
- I can talk with a small group about why I chose my power book.
- I can speak in complete sentences when I participate in group discussions.

**Ongoing Assessment**

- Book selection
- Conversation Criteria checklist

**Agenda**

- 1. Opening**
  - A. Books: We Seek the Power to Read (10 minutes)
- 2. Work Time**
  - A. Search of Classroom Library (20 minutes)
  - B. Building on Class Norms for Discussion: Fishbowl Protocol (15 minutes)
  - C. Small Group Discussion: Why I Chose this Book (10 minutes)
- 3. Closing and Assessment**
  - A. Debrief (5 minutes)
- 4. Homework**

**Teaching Notes**

- In advance: Ensure that the classroom library is stocked with many of the books in the Recommended Texts for Unit 1, as well as other books from a variety of genres. Stock the library with some “in demand” books that are “stretch” texts a bit above most students’ reading levels, but for which they will want to reach.
- In this lesson, students begin to explicitly focus on their ability to engage in collaborative discussions, which will be formally assessed during Lessons 6 and 7.
- Review the Fishbowl protocol (Appendix 1).





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

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



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



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



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



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# Grade 3: Module 1: Unit 1: Lesson 4

## Supporting Materials



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**Learning Targets:**

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

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



.....  
**Name:** .....

.....  
**Date:** .....

**Learning Targets:**

**I can select a “power book” that I want to read.**

1. A “power book” is...

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2. The title of my “power book is”...

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3. I picked this book because...

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

## **Informative Paragraph Pre-assessment:**

### **What is One Reason You Want the Power of Reading?**



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)   |  |
|--|--|
| <p>I can effectively participate in a conversation with my peers and adults. (SL.3.1)</p> <p>I can speak in complete sentences with appropriate detail. (SL.3.6)</p> <p>I can write an informative/explanatory text. (W.3.2)</p> <p>I can write an informative/explanatory text that has a clear topic. (W.3.2)</p>  |  |
| Supporting Learning Targets  | Ongoing Assessment   |
| <ul style="list-style-type: none"> <li>I can follow our class norms when I participate in a conversation.</li> <li>I can speak with complete sentences when I participate in group discussions.</li> <li>I can write an informative paragraph with a clear topic that explains why I want to get the power of reading.</li> </ul>  | <ul style="list-style-type: none"> <li>Conversation Criteria checklist</li> <li>Student paragraphs (as pre-assessment)</li> </ul>  |
| Agenda   | Teaching Notes   |
| <p><b>1. Opening</b></p> <p>A. Think-Pair-Share: Why Did the Children Work So Hard for the Power of Education and Reading? (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Debrief (5 minutes)Small Group Discussion: Why Do YOU Want the Power of Reading? (15 minutes)</p> <p>B. Paragraph Writing (Pre-Assessment) (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (5 minutes)</p> <p><b>4. Homework</b></p> | <ul style="list-style-type: none"> <li>In this lesson, minimal instruction is given on paragraph writing before students write their own. This is a purposeful move, as it is designed to be a pre-assessment to be used to inform instruction on paragraph writing throughout the rest of this module.</li> </ul> |



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

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



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



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



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

## Supporting Materials



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### Informative Paragraph Pre-assessment:

## What is One Reason You Want the Power of Reading?

Date:

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



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# **Grade 3: Module 1: Unit 1: Lesson 6**

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



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

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

**Agenda**

**1. Opening**

- A. Engaging the Reader and Building Fluency. Read-aloud of *Nasreen's Secret School* by Jeanette Winter (5 minutes)
- B. Unpacking the Learning Targets (5 minutes)

**2. Work Time**

- 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**

- A. Debrief (10 minutes)

**Teaching Notes**

- This lesson repeats the two-day close reading cycle from Lessons 2 and 3, with a new text.
- Review: Helping Students Read Closely (Appendix 1).
- This lesson includes the start of the Mid-Unit Assessment regarding students' discussion skills and how well they are collaborating with peers. Note that there is no formal "assessment" document to distribute to students. Rather, begin using the Conversation Criteria checklist (see supporting materials) to collect formal data for the Mid-Unit Assessment.
- In advance: Review the Letter to Families about the topic of this book. Consider how you might adapt your presentation of this to the needs of your community and your classroom culture.
- This text, *Nasreen's Secret School*, is one of two texts in this unit that are written by Jeannette Winter, who has written dozens of acclaimed children's books (ranging from adaptations of "Twinkle Twinkle Little Star" to fictional accounts of Emily Dickinson, Beatrix Potter and Jane Goodall). In these two texts, Winter addresses the importance of literacy and books even during times of war. Both texts include some reference to violence. The leading children publishing and teaching resource web sites unanimously agree that these texts are appropriate and effective for 3rd-grade children. Some of the





| Agenda (continued) | Teaching Notes   |
|--------------------|--|
| <b>4. Homework</b> | <p>books' themes challenge students to think through and learn to communicate new ideas, which is why these texts are so effective and widely used.</p> <ul style="list-style-type: none"><li>• In Lessons 6 and 7 time is set aside to discuss with students that in some places in the world, there are wars that are scary. Use this discussion as an opportunity to build students' idealism, help them articulate it, describe what it means to act bravely, and notice how Nasreen pursues the power of reading.</li></ul> |

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



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



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



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



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



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

## Supporting Materials



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Close Read Recording Form for book:

Name:

Date:

### Capturing the Gist of a Story

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

### Gathering Important Details in a Story

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

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



Instructions: Use this form or something similar to collect data for students' Mid-Unit 1 Assessment.

**Learning Targets:**

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

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





Dear Families,

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

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

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

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

Sincerely,

---

Parent/guardian name & signature



Estimadas familias,

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

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

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

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

Atentamente,

---

Nombre y firma del padre / tutor



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# **Grade 3: Module 1: Unit 1: Lesson 7**

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



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

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

**Agenda**

- 1. Opening**
  - A. Unpacking Learning Targets (5 minutes)
- 2. Work Time**
  - A. Answering Text-Dependent Questions (20 minutes)
  - B. Group Discussion: Carousel of Questions (20 minutes)
- 3. Closing and Assessment**
  - A. Revealing and Discussing the Evidence (15 minutes)
- 4. Homework**

**Teaching Notes**

- This lesson follows part 2 of the close reading cycle, which students were introduced to in Lesson 3 (with *Rain School*). Review that lesson.
- In advance: Create a chart for each text-dependent question. Post these charts around the room so small groups of students can access them during the Carousel protocol.
- Review: Carousel protocol (Appendix 1).



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

| Opening   | Meeting Students' Needs |
|---|-------------------------|
| <p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the learning target "I can explain why I chose specific details I found to answer questions." Circle the word <i>explain</i>. Ask students how they normally explain something. Today they will be using conversation as a way to decide the details that they will be using as evidence to answer questions about <i>Nasreen's Secret School</i>.</li></ul> |                         |



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



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



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





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# Grade 3: Module 1: Unit 1: Lesson 7

## Supporting Materials



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**Name:**

**Date:**

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

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

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

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

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

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

## Paragraph Writing Instruction



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

- Students' on-demand paragraphs



| Agenda  | Teaching Notes   |
|---|--|
| <p><b>1. Opening</b></p> <p>A. Engaging the Writer: Making Connections between Nasreen and the Children in <i>Rain School</i> (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Characteristics of a Paragraph: Studying a Strong Model (15 minutes)</p> <p>B. Modeling: Studying the Graphic Organizer</p> <p>C. Partner Planning: Using the Graphic Organizer (15 minutes)</p> <p>D. Independent Writing: Drafting a Paragraph (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Student Shares (15 minutes)</p> <p>B. Debrief: Learning Target Check (5 minutes)</p> <p><b>4. Homework</b></p> | <ul style="list-style-type: none"><li>• This lesson is the first formal writing instruction in Module 1. Emphasize to students that writing is more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students have been building that knowledge during their reading, and may end up re-reading or building more knowledge as they write.<sup>1</sup></li><li>• In advance: Review students' pre-assessment paragraphs from Lesson 5 to get a sense of students' skills in writing paragraphs. This will inform instruction in this lesson.</li><li>• Create a chart of the Model Paragraph: Children of Chad.</li><li>• Create a chart of filled in Paragraph Writing Graphic Organizer: Children of Chad.</li></ul> |

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



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

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



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





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



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



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



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

## Supporting Materials



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



**Name:**

**Date:**

Topic:

Detail:

Explain:

Detail:

Explain:



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# **Grade 3: Module 1: Unit 1: Lesson 9**

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

- Close Read recording form (parts 1 and 2)

Agenda

**1. Opening**

- A. Engaging the Reader and Building Fluency: Read-aloud of *That Book Woman* (10 minutes)
- B. Unpacking the Learning Targets (5 minutes)

**2. Work Time**

- A. Rereading on Your Own: Capturing the Gist (20 minutes)
- B. Reading Again for Important Details: Somebody In Wanted But So (20 minutes)

**3. Closing and Assessment**

- A. Debrief (5 minutes)

**4. Homework**

Teaching Notes

- In advance: Because *That Book Woman* is a more complex text, students need access to excerpts from the book to complete the close reading cycle. See supporting materials for a list of appropriate excerpts.
- Review: Helping Students Read Closely (Appendix 1).
- Prepare an anchor chart: Close Reading recording form for *That Book Woman*.





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

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



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



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



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

## Supporting Materials



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

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

Pages 1–4

Beginning: “My folks and me—”

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

Page 7

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

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

Page 12

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

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

Page 15

Beginning: “To my surprise...”

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

Page 16

Beginning: “Now me ...”

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

Pages 21–22

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

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

Pages 27–28

Beginning: “I open up the book ...”

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



Close Read Recording Form for book:

Name:

Date:

### Capturing the Gist of a Story

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

### Gathering Important Details in a Story

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

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



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# **Grade 3: Module 1: Unit 1: Lesson 10**

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



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

- 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 the *That Book Woman*.
- 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 *That Book Woman*: 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**

Teaching Notes

- Students will need materials from Lesson 9: excerpts from *That Book Woman* student copy and their Close Read recording forms.
- Review: Think-Pair-Share, Helping Students Read Closely, and Quiz-Quiz-Trade Vocabulary strategy (Appendix 1).





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

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



| Work Time  | Meeting Students' Needs  |
|--|--|
| <p><b>A. Answering Text-Dependent Questions (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they have already heard or read <i>That Book Woman</i> three times: the read-aloud for enjoyment and to get the flow of the story, once on their own and with groups to get the gist of it and find unfamiliar vocabulary, and then on their own and with groups to find and record important details and think about the story's message or lesson.</li> <li>Ask students to locate the <b>excerpts from <i>That Book Woman</i></b> that they used in Lesson 9 as well as <b>That Book Woman: Questions from the Text</b>. Review with students the process they went through to answer questions about <i>Rain School</i> and <i>Nasreen's Secret School</i>. First, they read the questions. Then, they read the entire text, keeping those questions in mind. When they encountered details that could be used as evidence to answer a question, they underlined that section of the text. Review the word <i>evidence</i> with the class as something we use to prove an idea we have.</li> <li>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.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>The difficulty of the vocabulary in <i>That Book Woman</i> may require greater teacher involvement in the Vocabulary card and Quiz-Quiz-Trade activities.</li> </ul>  |
| <p><b>B. Vocabulary (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Students will now work with the words they circled during their rereading of <i>That Book Woman</i>.</li> <li>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.</li> <li>Tell students that <i>That Book Woman</i> is a really hard book, especially because of the dialect. There might have been lots of words in this story that were difficult for them to understand. Explain the strategy of looking at clues in the text around the unfamiliar word, and then replacing the word with other words that might mean the same thing.</li> </ul>  | <ul style="list-style-type: none"> <li>The focus of this work is for students to use context clues in determining the meaning of unknown words. In the supporting materials of this lesson, a list of words (and their context) lends itself to this vocabulary strategy.</li> </ul> |



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



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

## Supporting Materials



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



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# **Grade 3: Module 1: Unit 1: Lesson 11**

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



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

- End of Unit 1 Assessment: Reading Closely



| Agenda   | Teaching Notes   |
|--|--|
| <p><b>1. Opening</b></p> <p>A. Unpacking the Learning Target (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading for Flow (10 minutes)</p> <p>B. Rereading: Capturing the Gist and Identifying Unknown Vocabulary (15 minutes)</p> <p>C. Reading Again for Important Details: Taking Notes in the Somebody In Wanted But So (SIWBS) Categories (15 minutes)</p> <p>D. Answering Text-Dependent Questions (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (5 minutes)</p> <p><b>4. Homework</b></p> | <ul style="list-style-type: none"><li>• For this assessment, students will need access to <i>The Librarian of Basra</i>. Score the assessment based on the NYS two-point rubric available on EngageNY.org.</li><li>• Note that this text, like <i>Nasreen's Secret School</i> by Jeanette Winter, also deals with issues around war. See Lesson 6 Teaching Note for further information about the selection of these texts. See more specific lesson framing and the debrief note in lesson below.</li><li>• Since this is a reading assessment, the teacher will <b>not</b> read the text aloud. This is why students read the text four times, rather than three as they have been practicing: Their first read in effect replaces the teacher read-aloud.</li><li>• Note that this text, like <i>Nasreen's Secret School</i> by Jeanette Winter, also deals with issues around war. See Lesson 6 Teaching Note for further information about the selection of these texts. See more specific lesson framing and the debrief note in lesson below.</li></ul> |





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

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



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



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



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

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Name:

Date:

Read the story first for enjoyment and the flow.

Reread: Getting the gist and Finding Unfamiliar Vocabulary

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



Name:

Date:

**Reread: Gathering Important Details in a Story**

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

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



Name:

Date:

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

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

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

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

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

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

---

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---

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

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

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

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