



**Overcoming Learning Challenges  
Near and Far  
Grade 3: Module 1  
Teacher Supporting Materials**





**Grade 3: Module 1: Unit 1:**

**Infer the Topic Resources**

**Teacher directions:** Post the following resources around the room. Consider writing the quotes in large writing on chart paper to make them easy to see.

<b>Six pages from module texts containing illustrations of children reading:</b>	
<b>1</b>	- <i>Waiting for the Biblioburro</i>
<b>2</b>	- <i>Rain School</i>
<b>3</b>	- <i>Nasreen’s Secret School</i>
<b>4</b>	- <i>My Librarian Is a Camel</i>
<b>5</b>	- <i>More Than Anything Else</i>
<b>6</b>	- <i>Thank You, Mr. Falker</i>
<b>7</b>	<p>“A driver and a librarian divide the books into two boxes. They saddle them on the camel’s back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.”</p> <p>Source: Ruurs, Margriet. “Kenya.” <i>My Librarian Is a Camel</i>. Pennsylvania: Boyd Mills Press, 2005</p>
<b>8</b>	<p>“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.”</p> <p>Source: Ruurs, Margriet. “Papua New Guinea.” <i>My Librarian Is a Camel</i>. Pennsylvania: Boyd Mills Press, 2005</p>
<b>9</b>	<p>“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.”</p> <p>Source: Ruurs, Margriet. “Thailand.” <i>My Librarian Is a Camel</i>. Pennsylvania: Boyd Mills Press, 2005</p>
<b>10</b>	<p>“The boys take their young friend Liza 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.”</p> <p>Source: Ruurs, Margriet. “Canada.” <i>My Librarian Is a Camel</i>. Pennsylvania: Boyd Mills Press, 2005</p>
<b>11</b>	<p>“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.”</p> <p>Source: Ruurs, Margriet. “Indonesia.” <i>My Librarian Is a Camel</i>. Pennsylvania: Boyd Mills Press, 2005</p>

**I Notice/I Wonder Note-catcher**

RI.3.1, W.3.8

.....  
**Name:**

.....  
**Date:**

What do you think you will be learning about in this module?

<b>I Notice</b> (things I see)	<b>I Wonder</b> (questions I have)

**Infer the Topic: Directions**

1. Choose your first resource. Take your I Notice/I Wonder note-catcher with you.
2. Look carefully at the resource. Be respectful of others who might be looking at the same thing. Record what you notice (what you see) and what you wonder (questions) on your note-catcher. (3 minutes)
3. When instructed, find a partner who looked at a different resource. Describe your resource and share your notices and wonders. Explain what you think you are going to be learning about in this module. (2 minutes)
4. When instructed, stay with your partner and together find another pair. Share your notices and wonders and what you think you are going to be learning about in this module. (3 minutes)
5. On your own, choose a new resource and repeat Steps 2–4.

Quote Strips

**Teacher directions:** Copy and cut out enough for one per pair.

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

Source: Ruurs, Margriet. “Kenya.” *My Librarian Is a Camel*. Pennsylvania: Boyd Mills Press, 2005

“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.”

Source: Ruurs, Margriet. “Papua New Guinea.” *My Librarian Is a Camel*. Pennsylvania: Boyd Mills Press, 2005

“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.”

Source: Ruurs, Margriet. “Thailand.” *My Librarian Is a Camel*. Pennsylvania: Boyd Mills Press, 2005

“The boys take their young friend Liza 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.”

Source: Ruurs, Margriet. “Canada.” *My Librarian Is a Camel*. Pennsylvania: Boyd Mills Press, 2005

“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.”

Source: Ruurs, Margriet. “Indonesia.” *My Librarian Is a Camel*. Pennsylvania: Boyd Mills Press, 2005

**Working to Become Ethical People**

**Treat others well and stand up for what is right**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
<b>I show respect.</b>	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.		



**Working to Become Ethical People**  
(Example, for Teacher Reference)

**Treat others well and stand up for what is right**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
<b>I show respect.</b>	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> <li>• Applauding others when they have done well</li> <li>• Taking care around the classroom not to break things or hurt people</li> <li>• Returning borrowed items in the same condition they were given</li> <li>• Throwing trash in the trash can</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• “I really appreciate _____ because _____.”</li> <li>• “You did a great job with _____ because _____.”</li> </ul>

**Discussion Norms Anchor Chart**

(Example, for Teacher Reference)

SL.3.1, SL.3.6

- I prepare for the discussion.
- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

<b>Cue</b>	<b>Response</b>
<b>Expand a response</b>	
<ul style="list-style-type: none"> <li>• “Can you say more about that?”</li> <li>• “Can you give an example?”</li> <li>• “I’m interested in what you said about _____. Can you tell me more?”</li> <li>• “Can you give us more details about _____?”</li> <li>• “How did you come to that conclusion? What made you think that?”</li> <li>• “What did you learn/do you hope to learn from _____? Why?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Sure, I think that _____.”</li> <li>• “Okay. One example is _____.”</li> </ul>
<b>Clarify a response</b>	
<ul style="list-style-type: none"> <li>• “So, do you mean _____?”</li> <li>• “I’m not sure I understand _____. Can you clarify?”</li> <li>• “Could you say that again, as I’m not sure I understand?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Yes, you’ve got it.”</li> <li>• “No, sorry, that’s not what I mean. I mean _____.”</li> </ul>

Compass Points

**North (N)**

**North West (NW)**

**North East (NE)**

**West**

**East (E)**

**South West (SW)**

**South East (SE)**

**South (S)**

**Close Readers Do These Things Anchor Chart**  
(Example, for Teacher Reference)  
RL.3.1, RL.3.4, RL.3.10, RI.3.1, RI.3.4, RI.3.10, L.3.4

**Teacher directions:** Write the following on chart paper to create this anchor chart.

**Close Readers Do These Things:**

- \* Read small chunks of text slowly and think about the gist (what the text is mostly about).

Reading for Gist and Recounting the Story: *Waiting for the Biblioburro*  
 RL.3.1, RL.3.2, RL.3.3

.....  
**Name:**

.....  
**Date:**

<b>Overcoming challenges in _____ (text)</b>	
<b>Author _____</b>	
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

Reading for Gist and Recounting the Story: *Waiting for the Biblioburro*  
 RL.3.1, RL.3.2, RL.3.3

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

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

**A. Message/Lesson/Moral: What is one idea the author wants you to take away from this book?** Underline the answer you think answers the question.

- a. Some books contain really good stories, but some books are not as interesting.
- b. Writing stories can be fun, especially if you write a story for someone else.
- c. Some people deliver books to those who can't go to school or libraries because books are important for learning and for enjoyment.

**B: Message/Lesson/Moral: Which details in the text convey this message/lesson/moral?** Underline all of the correct answers.

- a. "Ana runs up the hill to her house, hugging the books to her chest. She can't wait to share her books with her brother...."
- b. "Each morning Ana does her chores...."
- c. "Ana runs down the hill to the man with the sign and the *burros* and the books. Other children run to him too, skipping down hills and stomping through the fields."

Reading for Gist Guide: *Waiting for the Biblioburro*  
 (For Teacher Reference)  
 RL.3.1, RL.3.2, RL.3.3

Strategic Stopping Point	Question(s)	Reading for Gist and Recounting the Story Note-catcher: <i>Waiting for the Biblioburro</i>
After "... and beyond the hill."	<ul style="list-style-type: none"> <li>• "Who is the character?"</li> </ul>	<b>Somebody:</b> Ana
	<ul style="list-style-type: none"> <li>• "Where is the setting? Where does Ana live?"</li> </ul>	<b>In:</b> Colombia, in a house on a hill behind a tree
After "but her teacher with the books has gone."	<ul style="list-style-type: none"> <li>• "What does Ana want?"</li> <li>• "Why do you think she wants this?"</li> <li>• "Why doesn't she have books?"</li> </ul>	<b>Wanted:</b> new books to read because she likes stories <b>But:</b> Her teacher with the books has moved far away.
After "... until she can't keep her eyes open any longer."	<ul style="list-style-type: none"> <li>• "How is Ana's problem solved?"</li> </ul>	<b>So:</b> A man comes to the village with books on donkeys: a biblioburro.
	<ul style="list-style-type: none"> <li>• "How does Ana feel after the visit from the biblioburro? How do you know?"</li> </ul>	<b>So:</b> This makes Ana very happy because she has new stories to share with her brother.

Reading for Gist and Recounting the Story: *Waiting for the Biblioburro*  
 (Example, for Teacher Reference)  
 RL.3.1, RL.3.2, RL.3.3

<b>Overcoming challenges in <i>Waiting for the Biblioburro</i></b>	
<b>Author</b> <i>Monica Brown</i>	
Somebody ... (character)	<i>Ana</i>
in ... (setting)	<i>Colombia, in a house on a hill behind a tree</i>
wanted ... (motivation)	<i>new books to read because she likes stories</i>
but ... (challenge)	<i>Her teacher with the books has moved far away.</i>
so ... (solution)	<i>A man comes to the village with books on donkeys: a biblioburro. This makes Ana happy because she has new stories to share with her brother.</i>

**A. Message/Lesson/Moral: What is one idea the author wants you to take away from this book?** Underline the answer you think answers the question.

- a. Some books contain really good stories, but some books are not as interesting.
- b. Writing stories can be fun, especially if you write a story for someone else.
- c. *Some people deliver books to those who can't go to school or libraries because books are important for learning and for enjoyment.*

**B: Message/Lesson/Moral: Which details in the text convey this message/lesson/moral?** Underline all of the correct answers.

- a. *“Ana runs up the hill to her house, hugging the books to her chest. She can't wait to share her books with her brother....”*
- b. *“Each morning Ana does her chores....”*
- c. *“Ana runs down the hill to the man with the sign and the burros and the books. Other children run to him too, skipping down hills and stomping through the fields.”*



**Strategies to Answer Selected Response Questions Anchor Chart**  
(Example, for Teacher Reference)

- Read the question very carefully.
- Cover the answers and try to think of the answer yourself. Then **read** the answers and find the one that is most like yours.
- As you read through each answer, think back to the text. What happened in the text that makes you think that might be right?
- Cross out answers that you know are incorrect.

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

**Overcoming Learning Challenges**

<b>Who? Where?</b>	<b>Source</b>	<b>Challenge(s)</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>• teacher moved away, so no one to teach students in the village</li> </ul>	Biblioburro: <ul style="list-style-type: none"> <li>• A librarian brings books to the village on his burros.</li> </ul>

Reading for Gist and Recounting the Story: *Rain School*  
 RL.3.1, RL.3.2, RL.3.3

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

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

**Overcoming Challenges in** \_\_\_\_\_ (text)

**Author** \_\_\_\_\_

Somebody ...  
 (character)

in ...  
 (setting)

wanted ...  
 (motivation)

but ...  
 (challenge)

so ...  
 (solution)

**A. Message/Lesson/Moral: What is one idea the author wants you to take away from this book?**

Underline the answer you think best answers the question.

- a. When working to overcome challenges, we can learn new things.
- b. Rain can destroy buildings that took a long time to build, and it takes a long time to build them again.
- c. Older children should always work harder than younger children.

**Reading for Gist and Recounting the Story: *Rain School***  
 (Example, for Teacher Reference)  
 RL.3.1, RL.3.2, RL.3.3

**Overcoming Challenges in *Rain School***  
**Author** *James Rumford*

Somebody ... (character)	<i>Thomas</i>
in ... (setting)	<i>Chad</i>
wanted ... (motivation)	<i>to go to school to learn</i>
but ... (challenge)	<i>There was no school.</i>
so ... (solution)	<i>The teacher and children built the school as part of their learning before they learned to read and write.</i>

**A. Message/Lesson/Moral: What is one idea the author wants you to take away from this book?**  
 Underline the answer you think best answers the question.

- a. *When working to overcome challenges, we can learn new things.*
  
- b. Rain can destroy buildings that took a long time to build, and it takes a long time to build them again.
  
- c. Older children should always work harder than younger children.

### Strategies to Answer Selected Response Questions Anchor Chart (Example, for Teacher Reference)


- Read the question very carefully.
- Cover the answers and try to think of the answer yourself. Then read the answers and find the one that is most like yours.
- As you read through each answer, think back to the text. What happened in the text that makes you think that answer might be right?
- **Look back in the text. Can you find details that support that answer?**

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

<b>Overcoming Learning Challenges</b>			
<b>Who? Where?</b>	<b>Source</b>	<b>Challenge(s)</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>• Teacher moved away, so no one to teach students in the village</li> </ul>	Biblioburro: <ul style="list-style-type: none"> <li>• A librarian brings books to the village on his burros.</li> </ul>
<b>Thomas in Chad</b>	<b><i>Rain School</i></b>	<b>No school building</b>	<b>They build a school together:</b> <ul style="list-style-type: none"> <li>• <b>The teacher shows them how to build a school, and they do it together before they start learning to read and write.</b></li> </ul>


**Academic Vocabulary**

**Academic vocabulary:** words you might find in informational texts on many different topics that are more likely to appear in writing than in conversation

<p><b>Word and Pronunciation</b></p> <p>What is the word, and how do you say it?</p>	<p><b>Definition</b></p> <p>What does it mean in your own words?</p>	<p><b>Translation</b></p> <p>What is the translation in your home language?</p>	<p><b>Sketch/ Diagram/ Icon</b></p>
<p><b>academic</b></p> <p><b>a-ca-dem-ic</b></p>	<p><b>about education</b></p>	<p><b>académico</b></p>	

**Topical Vocabulary**

**Topical vocabulary:** words related to a particular topic

<b>Word and Pronunciation</b> What is the word, and how do you say it?	<b>Definition</b> What does it mean in your own words?	<b>Translation</b> What is the translation in your home language?	<b>Sketch/ Diagram/ Icon</b>
<b>fluency</b>  <b>flu-en-see</b>	<b>speaking and writing easily and accurately</b>	<b>fluidez</b>	



**Close Readers Do These Things Anchor Chart**  
(Example, for Teacher Reference)

**Teacher directions:** Write the following on chart paper to create this anchor chart.

**Close Readers Do These Things:**

- Read small chunks of text slowly and think about the gist (what the text is mostly about).
- **Circle or underline words they do not know.**
- **Use strategies to figure out the meaning of words they do not know:**
  - **Context: Read the sentence around the word.**
  - **Look at the affixes for clues.**
  - **Look at the root of the word for clues.**
  - **Use a dictionary.**
- **Go back to the text to find answers to questions.**
- **Write notes or answer questions about the text.**
- **Talk with their partner or group about the answers they find.**

**Close Read Note-catcher: *Rain School***

RL.3.1, RL.3.2, RL.3.3

**Name:**

**Date:**

**Lesson/message/moral:**

When working to overcome challenges, we can learn new things.

Detail from the text	How does it help communicate the lesson/message/moral?
1.	
2.	
3.	
4.	

**Close Read Note-catcher: *Rain School***

(Example, for Teacher Reference)

RL.3.1, RL.3.2, RL.3.3

**Lesson/message/moral:**

When working to overcome challenges, we can learn new things.

Detail from the text	How does it help communicate the lesson/message/moral?
<i>The teacher tells them they will build the school and that will be the first lesson.</i>	<i>By calling it a lesson, the teacher is explaining that they will learn something.</i>
<i>Thomas learns to make mud bricks and dry them in the sun.</i>	<i>Thomas is learning building skills while overcoming the challenge.</i>
<i>Thomas learns to build mud walls and mud desks.</i>	<i>Thomas is learning building skills while overcoming the challenge.</i>
<i>Thomas learns to build a roof from grass and saplings.</i>	<i>Thomas is learning building skills while overcoming the challenge.</i>

**Time:** 25 minutes

Directions and Questions	Teaching Notes
<p><i>Beginning at “Thomas arrives at the schoolyard ...” and ending at “This is the first lesson.”</i></p> <p>1. How are the details on these pages connected with the lesson or message? Which of the details on these pages support the lesson or message of the story? How do the details help to communicate that message? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Throughout this close read, students will work in pairs to discuss answers to the questions you ask. Ensure that partner A and partner B each have allocated time to answer questions and that they ask each other the questions. Use different strategies to have them respond, such as cold calling, using equity sticks, selecting volunteers, or responding chorally as a group.</li> <li>• For questions that require deeper thinking, consider pairing students with another who speaks the same home language, which can support language processing and foster equity. Invite students to begin by discussing their responses in their home language, moving to responding in English. Students without a home language in common can be invited to think or write in their home language first.</li> <li>• Read the text aloud beginning at “Thomas arrives at the schoolyard ...” and ending at “This is the first lesson.”</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What is the challenge?” (There is no school.)</li> <li>* “How are they going to overcome it?” (building a school)</li> <li>* “Why do you think Thomas was expecting a building with classrooms and desks?” (because that is what we think of when we think of a school)</li> <li>* “Why doesn’t it matter that there are no classrooms or desks?” (because the teacher is there, and she said they are going to build their school)</li> <li>* “Why is it important that the teacher is there?” (because if there is a teacher, they will learn things)</li> <li>* “What does she mean by ‘this will be the first lesson?’” (They are going to learn something by building the school.)</li> </ul> </li> <li>• Help students understand that although their idea of a school might be a building with classrooms and desks, not everyone thinks of school that way.</li> <li>• Ask Question 1. Provide ample thinking time, as well as time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses to ensure that they are appropriate. If productive, use a Goal 1 Conversation Cue to encourage students to expand the conversation after each question about the details:             <ul style="list-style-type: none"> <li>* “Can you say more about that?” (Responses will vary.)</li> </ul> </li> </ul>

**Close Reading Guide: *Rain School***  
 RL.3.1, RL.3.2, RL.3.3

<b>Directions and Questions</b>	<b>Teaching Notes</b>
<p><i>Next page, beginning at “Thomas learns to make ...”</i></p> <p>2. How are the details on this page connected with the lesson or message? How do the details help to communicate that lesson or message? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Read the next page aloud and invite students to read along silently in their heads.</li> <li>• Optional: Invite students to make bricks from play-dough, or to draw the process.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “What new things does Thomas learn as he is overcoming the challenge?” (to make mud bricks and dry them in the sun)</li> </ul> </li> <li>• Ask Question 2. Ensure students understand that this detail may not be connected to their message or lesson at all, so they are to think carefully. Provide ample thinking time, as well as time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses.</li> </ul>
<p><i>Next page, beginning at “He learns to build ...”</i></p> <p>3. How are the details on this page connected with the lesson? How do the details help to communicate that lesson? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Read the next page and invite students to read along silently in their heads.</li> <li>• Optional: Invite students to make walls and desks of a school from play-dough in pairs, or to draw them.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “What new things does Thomas learn as he is overcoming the challenge?” (to build mud walls and mud desks)</li> <li>* “What do you notice from the illustration about the way they worked?” (They worked together.)</li> </ul> </li> <li>• Ask Question 3. Provide ample thinking time, as well as time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses.</li> </ul>

Close Reading Guide: *Rain School*  
RL.3.1, RL.3.2, RL.3.3

Directions and Questions	Teaching Notes
<p><i>Next page, beginning at “He gathers grass ...”</i></p> <p>4. How are the details on this page connected with the lesson? How do the details help to communicate that lesson? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Read the next page and invite students to read along silently in their heads.</li> <li>• Optional: Invite students to add a roof of drinking straws to their play-dough school, or to draw it.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “What is a sapling? How can you find out?”</li> </ul> </li> <li>• Invite students to look up the meaning of the word <i>sapling</i> in dictionaries and to say the definition aloud to each other in their own words. Cold call students to share their responses with the whole group. (a young tree with a thin trunk)</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “What do you think he learned on this page?” (how to make a roof from grass and saplings)</li> </ul> </li> <li>• Ask Question 4. Provide ample thinking time, as well as time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses.</li> </ul>
<p><i>Next page, beginning at “Inside it is cool ...”</i></p>	<ul style="list-style-type: none"> <li>• Read the next page and invite students to read along silently in their heads.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “What have they been waiting for?” (for the school to be finished so they can begin to learn to read and write)</li> </ul> </li> </ul>

**Affix List**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

\*

**Prefixes** (before the root)

Prefix	Definition	Examples	Origin
<b>re</b>	again, back	reread, rewrite, return	Latin
<b>in</b>	not	inactive	Latin
<b>im</b>	not	impossible, improper	Latin
<b>un</b>	not, opposite of	unlock, unsafe, uncover	Anglo-Saxon
<b>dis</b>	not, opposite of	dislike, distrust, disagree	Latin
<b>pre</b>	before	pretest, preplan, premade	Latin
<b>tele</b>	far, distant	telephone, telegraph, television	Greek
<b>de</b>	reduce, down, away from	defeat, deform, decrease	Latin
<b>mis</b>	bad or badly wrong or wrongly	misbehave, misread, misspell	Latin
<b>over</b>	too much, above	overdone, overhead	Anglo- Saxon
<b>under</b>	too little, below	underfed, underground	Anglo-Saxon
<b>bi</b>	two	bicycle, binocular	Latin
<b>tri</b>	three	tricycle, triangle	Latin/Greek
<b>non</b>	not	nonfat, nonsense	Latin
<b>oct</b>	eight	octagon, octopus	Latin/Greek
<b>quad</b>	four	quadrilateral, quadrant	Latin
<b>con</b>	with, together	construct, conclude	Latin
<b>com</b>	with, together	commune, combine	Latin

\* Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools. 5 June 2013. Web. 17 Feb. 2016.  
 <[http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix\\_Suffix\\_Root\\_list\\_chart\\_R1.pdf](http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf)>.

**Affix List\***  
 (continued)

**Roots**

Root	Definition	Examples	Origin
<b>bio</b>	life	biology, biography, antibiotic	Greek
<b>form</b>	shape	transform, deform	Latin
<b>graph</b>	write	telegraph, photograph, phonograph, autograph	Greek
<b>phone</b>	sound	phonograph, symphony, telephone, microphone, phonics	Greek
<b>sk(c)ope</b>	see, look, consider, examine	microscope, telescope, periscope, stethoscope, kaleidoscope	Greek
<b>rupt</b>	break, burst	bankrupt, rupture, disruptive	Latin
<b>terra</b>	land	terrain, territory, terrarium	Latin
<b>geo</b>	earth, ground, soil	geography, geology, geometry	Greek
<b>photo</b>	light	photograph, telephoto, photos	Greek
<b>tract</b>	pull, draw (drag)	tractor, attract, subtract, traction	Latin
<b>meter</b>	measure	speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek
<b>metron</b>	measure	speedometer, geometry, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek
<b>struct</b>	to build	structure, construct, instructor	Latin

\* Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools. 5 June 2013. Web. 17 Feb. 2016.  
 <[http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix\\_Suffix\\_Root\\_list\\_chart\\_R1.pdf](http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf)>.



**Affix List\***  
 (continued)

**Suffixes** (after the root)

<b>Suffix</b>	<b>Definition</b>	<b>Examples</b>	<b>Origin</b>
<b>s</b>	plural, more than one	hats, pigs, books, plays	Anglo-Saxon
<b>es</b>	plural, more than one	boxes, wishes, dishes, knives, leaves, halves, selves	Anglo-Saxon
<b>ies</b>	plural, more than one	parties, babies, cries	Anglo-Saxon
<b>ed</b>	past tense	jumped, helped, hopped, skipped	Anglo-Saxon
<b>ied</b>	past tense	cried, tried	Anglo-Saxon
<b>ing</b>	action or process	helping, skipping, running, seeing, thinking, hopping	Anglo-Saxon
<b>er</b>	person connected with, comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon
<b>or</b>	one who, that which	conductor, survivor	Latin
<b>est</b>	superlative degree	biggest, coldest, tallest	Anglo-Saxon
<b>ful</b>	full of	beautiful, painful	Anglo-Saxon
<b>less</b>	without	careless, helpless	Anglo-Saxon
<b>y</b>	characterized by, like	cloudy, fishy	Anglo-Saxon
<b>ly</b>	characteristic of	badly, friendly, quickly	Anglo-Saxon
<b>en</b>	made of, to make	wooden, dampen, tighten	Anglo-Saxon
<b>ion</b>	act of, state of, result of	reaction, restriction	Anglo-Saxon
<b>tion</b>	act of, state of, result of	attention	Anglo-Saxon
<b>ition</b>	act of, state of, result of	definition, transition	Anglo-Saxon
<b>ation</b>	act of, state of, result of	invitation, expectation	Anglo-Saxon
<b>al</b>	related to characterized by	dental, betrayal	Latin
<b>ial</b>	related to characterized by	colonial, biennial	Latin
<b>ment</b>	act, process	enjoyment, replacement	Latin
<b>ness</b>	condition, state of	darkness, fairness	Anglo-Saxon

\* Adapted from Prefix-Suffix-Root List by Grade Level 2012-2013. Cheney Public Schools. 5 June 2013. Web. 17 Feb. 2016.  
 <[http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix\\_Suffix\\_Root\\_list\\_chart\\_R1.pdf](http://www.cheneysd.org/cms/lib04/WA01000473/Centricity/domain/61/ela/Prefix_Suffix_Root_list_chart_R1.pdf)>.

**Writing Short Constructed Responses Anchor Chart**

(Example, for Teacher Reference)

L.3.1b, i

**Teacher directions:** Write the following on chart paper to create this anchor chart.

**Writing Short Constructed Responses**

- Write in complete sentences that include a subject and predicate. A subject is a noun or pronoun. A predicate is a verb or verb phrase that tells more about the subject.
- Identify and underline each thing the question is asking you to do.
- Look for plurals, like “details,” as this means more than one detail.
- Make sure your answer addresses each of the things you underlined in the question.

## Research Reading Review Form

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**Name:**

---

**Date:**

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1. What are some things you like about your research reading text? Why?

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2. What is at least one thing you find challenging about your text? Why?

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**Working to Become Ethical People**  
(Example, for Teacher Reference)

**Treat others well and stand up for what is right.**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
I show respect.	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> <li>• Applauding others when they have done well</li> <li>• Taking care around the classroom not to break things or hurt people</li> <li>• Returning borrowed items in the same condition they were given</li> <li>• Throwing trash in the trash can</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• “I really appreciate _____ because _____.”</li> <li>• “You did a great job with _____ because _____.”</li> </ul>
<b>I behave with integrity.</b>	<b>This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.</b>	<ul style="list-style-type: none"> <li>• <b>Admitting when at fault</b></li> <li>• <b>Doing homework</b></li> <li>• <b>Keeping eyes on own work</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“I’m sorry, but I _____.”</b></li> </ul>

**Working to Become Ethical People**  
(Example, for Teacher Reference)

**Treat others well and stand up for what is right.**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
I show respect.	This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.	<ul style="list-style-type: none"> <li>• Applauding others when they have done well</li> <li>• Taking care around the classroom not to break things or hurt people</li> <li>• Returning borrowed items in the same condition they were given</li> <li>• Throwing trash in the trash can</li> <li>• Recycling</li> </ul>	<ul style="list-style-type: none"> <li>• “I really appreciate _____ because _____.”</li> <li>• “You did a great job with _____ because _____.”</li> </ul>
I behave with integrity.	This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.	<ul style="list-style-type: none"> <li>• Admitting when at fault</li> <li>• Doing homework</li> <li>• Keeping eyes on own work</li> </ul>	<ul style="list-style-type: none"> <li>• “I’m sorry, but I _____.”</li> </ul>
<b>I show empathy.</b>	<b>This means I understand and I share or take into account the feelings, situation, or attitude of others.</b>	<ul style="list-style-type: none"> <li>• <b>Listening carefully and showing the appropriate facial expression for the situation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“I understand how you feel.”</b></li> <li>• <b>“I can imagine how you feel.”</b></li> </ul>

**Working to Become Ethical People**  
 (Example, for Teacher Reference)  
 (continued)

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
<b>I show compassion.</b>	<b>This means I notice when others are sad or upset and try to help them.</b>	<ul style="list-style-type: none"> <li>• <b>Approaching a friend or classmate who looks upset</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“You look upset; is everything okay? Is there anything I can do to help?”</b></li> </ul>

Reading for Gist and Recounting the Story: *Nasreen's Secret School*

RL.3.1, RL.3.2, RL.3.3

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

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

<b>Overcoming challenges in _____ (text)</b>	
<b>Author _____</b>	
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	
<b>A. Message/Lesson/Moral: What is one idea the author wants you to take away from this book?</b>	

Reading for Gist and Recounting the Story: *Nasreen’s Secret School*  
 (Example, for Teacher Reference)  
 RL.3.2, RL.3.3

<b>Overcoming challenges in</b> Nasreen’s Secret School	
<b>Author</b> <i>Jeanette Winter</i>	
Somebody ... (character)	<i>Nasreen</i>
in ... (setting)	<i>Herat, Afghanistan</i>
wanted ... (motivation)	<i>her mother and father to come back</i>
but ... (challenge)	<i>Her mother and father were taken, so she was very sad and lonely.</i>
so ... (solution)	<i>Her grandmother heard of a secret school and took her there.</i>
<p><b>A. Message/Lesson/Moral: What is one idea the author wants you to take away from this book?</b></p> <p><i>Student responses will vary, but could include: Some people will take dangerous risks to go to school because learning is very important to them.</i></p>	



For ELLs: Language Dive Guide: Part I  
(For Teacher Reference)

**Rationale:** This sentence was chosen for its complexity, the subordinating conjunction *because* that joins the two sets of subject-predicates, and its encapsulation of Nasreen’s challenge. Students will apply their understanding of the content and structure of this sentence when writing short constructed responses in the next lesson and End of Unit 1 Assessment.

- Throughout Language Dive: Parts I and II:
  - Encourage rich conversation among students about the meaning of each **sentence strip chunk**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
  - Consider suggestions in Language Dive Part I to use colored markers to focus student attention on phrases that will help them express common language functions. For example, focus attention on prior instruction of subject-predicate structure. In addition, focus attention on how to use *because* to give causes or reasons. The purpose in Language Dive I is only to bring attention to these features, as they are explicitly investigated in Language Dive: Part II in Lesson 9. If students point out these features in Language Dive: Part I, congratulate them and invite them to discuss, if time allows.
  - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
  - Record and display student responses next to or underneath the target language for visual reference.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Welcome students to their first grade 3 Language Dive. Display the term.
- Tell students you will give them time to think and write or sketch on their note-catcher. Ask:
  - \* “What do you think a Language Dive is?” (A Language Dive is a conversation about a sentence from a complex text. Students dive beneath the surface of the sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. They discuss how the sentence is important to the text and to writing.)
- After providing time and inviting responses, write and display student ideas.
- If productive, cue students to clarify the conversation by saying what they mean. If necessary, prompt student responses with sentence frames: “Yes, you’ve got it” or “No, sorry, that’s not what I mean. What I mean is \_\_\_\_\_.” Ask:
  - \* “So, do you mean \_\_\_\_\_?” (Responses will vary.)
- Confirm or amend and display student ideas.

For ELLs: Language Dive Guide: Part I  
(For Teacher Reference)

- Invite students to open *Nasreen’s Secret School* to page 3 and put their finger by this sentence: **Poor Nasreen sat at home all day, because girls are forbidden to attend school.**
- Invite students to chorally read the sentence aloud with you.
- Ask them to take turns reading the sentence aloud in their triads.
- Tell students you will give them time to think and discuss with their partners. Ask:
  - \* “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
- After inviting responses, add to or amend and display student ideas.

- If necessary, follow a process similar to the one below for each key word in the sentence that is unfamiliar to students.
- Tell students you will give them time to think, use their dictionary, and write or sketch on their note-catcher. Say: “There are some words and phrases in this sentence that you might not know: *forbidden*, *attend*.” Ask:
  - \* “Place your finger on the word *forbidden*. What is the translation of *forbidden* in our home languages? What is the meaning of *forbidden*? What, in the sentence or text, makes you think so?” (*prohibido* in Spanish; not allowed; the text says Nasreen sat at home and the soldiers don’t want girls to learn)
- After providing time, call on volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation aloud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English.

- Display the following chunk: **Poor Nasreen**
- Underline “*Poor Nasreen*” in red and invite students to do the same on their note-catcher.
- Tell students you will give them time to think and discuss with their partners. Ask:
  - \* “What does this chunk tell us? What, in the sentence, makes you think so?” (This chunk tells us the name of the person the sentence is about: Nasreen. The word *poor* also tells us that she is unhappy or unfortunate. *Poor* does not necessarily mean “living with little money,” because the story is about soldiers forbidding a girl to go to school.)
- After providing time and inviting responses, write and display student ideas.
- Tell students you will give them time to think and write or sketch. Ask:
  - \* “Can you point to poor Nasreen in the illustration? Show me how she feels.” (Look for students to mimic an expression similar to Nasreen’s in the illustration.)

For ELLs: Language Dive Guide: Part I  
(For Teacher Reference)

- Display the following chunk: **sat at home all day**,
- Underline “*sat at home all day*” in blue and invite students to do the same.
- Tell students you will give them time to think and discuss with their partners. Ask:
  - \* “What does this chunk tell us? What, in the sentence, makes you think so?” (This chunk tells us more about Nasreen, what she did, Nasreen’s action.)
- After providing time and inviting responses, write and display student ideas.
- Ask:
  - \* “Can you show me what Nasreen did?” (Look for students to act out sitting at home all day, looking bored, doing nothing.)
- Point again to the two chunks on display and the red and blue underlining: **Poor Nasreen sat at home all day**,
- Tell students that this is the first half of the sentence. Ask:
  - \* “Why did I underline the first chunk in red and the second chunk in blue? Let’s think about this for a day or two and investigate why in our next lesson.”
- Tell students they will now discuss the second half of the sentence.

- Display the following chunk: **because girls**
- Underline “*girls*” in red and invite students to do the same.
- Tell students you will give them time to think and discuss with their partners. Ask:
  - \* “What does this chunk tell us? What, in the sentence, makes you think so?” (This chunk tells us who the second half of the sentence is about: girls. Students may point out that *because* introduces a cause or reason; invite them to discuss further, time allowing, but *because* is explicitly investigated in Language Dive: Part II in Lesson 9.)
- After inviting responses, add to or amend and display student ideas.
- Circle the word because and invite students to do the same. Say:
  - \* “*Because*. I wonder why the author wrote this word, *because*, at the beginning of this chunk. I wonder how we can use the word *because* in our writing. Let’s think about this for a day or two and investigate why in our next lesson.”

For ELLs: Language Dive Guide: Part I  
(For Teacher Reference)

- Display the following chunk: **are forbidden to attend school.**
  - Underline “*are forbidden to attend school!*” in blue and invite students to do the same.
  - Tell students you will give them time to think and discuss with their partners. Ask:
    - \* “What does this chunk tell us? What, in the sentence, makes you think so?” (This chunk tells us more about the girls, what they cannot do, the way they are, their state of being in the second half of the sentence: They are forbidden to attend school.)
    - \* “Who forbids Nasreen to go to school? How do you know?” (the soldiers; the next sentence tells us the soldiers don’t want girls to learn; page 2 tells us the soldiers changed everything)
  - If productive, cue students to expand the conversation by saying more:
    - \* “Can you say more about that?” (Responses will vary.)
  - After inviting responses, add to or amend and display student ideas.
  - Tell students you will give them time to think and write or sketch on their note-catcher. Ask:
    - \* “Close your eyes and imagine if girls were not allowed to attend this school. How would that feel?”
  - After providing time, invite students to respond if they feel comfortable.
  - Point again to the final two chunks on display and the red and blue underlining: **because girls are forbidden to attend school.**
  - Tell students that this is the second half of the sentence. Ask:
    - \* “Why did I underline the first chunk in red and the second chunk in blue again, just like in the first half of the sentence? Let’s think about this for a day or two and investigate why in our next lesson.”
- 
- Point to and read the entire sentence on display: **Poor Nasreen sat at home all day, because girls are forbidden to attend school.** Tell students you will give them time to think and write or sketch. Ask:
    - \* “What questions do you have about this sentence? I’ll give you some time to think.” (Questions will vary; respond as appropriate and as time allows.)
    - \* “So, what are we going to think about for a day or two and investigate in our next lesson?” (the significance of the color-coding and how we can use *because* in our own writing.)

For ELLs: Sentence Strip Chunks

**Directions:** Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

**Poor Nasreen**

**sat at home all day,**

**because girls**

**are forbidden to attend school.**

For ELLs: Language Dive Note-catcher: *Nasreen's Secret School*

Part I

*Language Dive*

Poor Nasreen sat at home all day,

because girls are forbidden to attend school.

Sketch something you are forbidden to do.

Part II

Poor Nasreen sat at home all day + **because** + girls are forbidden to attend school.

Break the one sentence into two sentences.

.	.
effect	cause

I sat at home all day because \_\_\_\_\_.

I \_\_\_\_\_ because \_\_\_\_\_.

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

<b>Overcoming Learning Challenges</b>			
<b>Who? Where?</b>	<b>Source</b>	<b>Challenge(s)</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>• Teacher moved away, so no one to teach students in the village</li> </ul>	Biblioburro: <ul style="list-style-type: none"> <li>• A librarian brings books to the village on his burros.</li> </ul>
Thomas in Chad	<i>Rain School</i>	No school building	They build a school together: <ul style="list-style-type: none"> <li>• The teacher shows them how to build a school, and they do it together before they start learning to read and write.</li> </ul>
<b>Nasreen in Herat, Afghanistan</b>	<b><i>Nasreen's Secret School</i></b>	<ul style="list-style-type: none"> <li>• <b>Not allowed to go to school (by law)</b></li> <li>• <b>Not allowed to go outside (by law)</b></li> <li>• <b>Mother and father have gone</b></li> <li>• <b>Face punishment if caught breaking the law</b></li> <li>• <b>Lives somewhere that sounds quite scary, with soldiers everywhere</b></li> </ul>	<b>Nasreen and her grandmother take a risk by going to a secret school.</b>



**Close Read Note-catcher: *Nasreen's Secret School***  
 RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

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

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

**Lesson/Message/Moral:**

*Student responses will vary, but could include:*

*Some people will take dangerous risks to go to school because learning is very important to them.*

Detail from the text	How does it help communicate the lesson/message/moral?
4.	
7.	
11.	

**Read Page 1:**

1. What does “flourished” mean? Use a dictionary and write the definition in your own words. (RI.3.4, L.3.4d)

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**Close Read Note-catcher: *Nasreen's Secret School***  
(continued)

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

**Read Page 2:**

2. What does “dark clouds hang over the city” mean? Underline the correct answer. (RL.3.4)
- A. Weather in Herat is usually cloudy.
  - B. Weather in Herat is usually sunny.
  - C. The mood in Herat is unhappy.
  - D. The mood in Herat is happy.

**Read Page 3:**

3. Using clues in the text, what do you think “forbidden” means? Underline the correct answer. (RL.3.4, L.3.4a)
- A. waiting
  - B. don't want to
  - C. forced
  - D. not allowed

4. How are the details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message? Record on your note-catcher. (RL.3.1, RL.3.2, RL.3.3)

**Read Pages 4 and 5:**

5. If “explain” means to describe clearly in detail, what do you think an “explanation” is? Underline the correct answer. (L.3.4c)
- A. short story
  - B. a clear description with details
  - C. a note with no details
  - D. a special song

**Read Pages 6 and 7:**

6. Using clues in the text, what do you think “frantic” means? Underline the correct answer. (RL.3.4, L.3.4a)
- A. very calm
  - B. shouting loudly
  - C. very upset
  - D. whispering

**Close Read Note-catcher: *Nasreen's Secret School***  
(continued)

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

7. How are the details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message? Record on your note-catcher. (RL.3.1, RL.3.2, RL.3.3)

**Read Pages 8 and 9:**

8. What does she mean by “the full moon passed our window many times”? Underline the correct answer. (RL.3.4)

- A. A lot of time passed.
- B. Not very much time passed
- C. The moon went around the earth multiple times in one night.
- D. Nasreen liked to look at the sky.

**Read Pages 10 and 11:**

9. Why does her grandmother want Nasreen to attend the secret school? Underline all of the answers that are correct. (RL.3.1)

- A. because it was behind a green gate
- B. to learn about the world, as she had
- C. to speak again
- D. because it was in a nearby lane

10. Why are they lucky no soldiers saw them? Underline all of the answers that are correct. (RL.3.1)

- A. because the soldiers took her father
- B. because women and girls aren't allowed out alone
- C. because her mama went to look for her father
- D. because girls are forbidden to go to school

11. How are the details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message? Record on your note-catcher. (RL.3.1, RL.3.2, RL.3.3)

Close Read Note-catcher: *Nasreen’s Secret School*  
(Answers, for Teacher Reference)

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Lesson/Message/Moral:**

*Student responses will vary, but could include:*

*Some people will take dangerous risks to go to school because learning is very important to them.*

Detail from the text	How does it help communicate the lesson/message/moral?
4. <i>Girls are forbidden to attend school.</i>	<i>This shows how dangerous it was that Nasreen’s grandmother took her to school.</i>
7. <i>Women and girls are forbidden to go out alone in the streets.</i>	<i>This also shows how dangerous it was that Nasreen’s grandmother left the house with her to take her to school.</i>
11. <i>They are lucky no soldiers saw them on the way to school.</i>	<i>This shows how dangerous it was for them to go out alone and to go to a school, both of which were forbidden.</i>

**Read Page 1:**

1. What does “flourished” mean? Use a dictionary and write the definition in your own words. (RI.3.4, L.3.4d)

*grow in a healthy way*

**Close Read Note-catcher: *Nasreen's Secret School***  
 (Answers, for Teacher Reference, Continued)  
 RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

**Read Page 2:**

2. What does “dark clouds hang over the city” mean? Underline the correct answer. (RL.3.4)
- A. Weather in Herat is usually cloudy.
  - B. Weather in Herat is usually sunny.
  - C. *The mood in Herat is unhappy.*
  - D. The mood in Herat is happy.

**Read Page 3:**

3. Using clues in the text, what do you think “forbidden” means? Underline the correct answer. (RL.3.4, L.3.4a)
- A. waiting
  - B. don't want to
  - C. forced
  - D. *not allowed*

4. How are the details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message? Record on your note-catcher. (RL.3.1, RL.3.2, RL.3.3)  
*Student responses will vary. See completed note-catcher.*

**Read Pages 4 and 5:**

5. If “explain” means to describe clearly in detail, what do you think an “explanation” is? Underline the correct answer. (L.3.4c)
- A. short story
  - B. *a clear description with details*
  - C. a note with no details
  - D. a special song

**Read Pages 6 and 7:**

6. Using clues in the text, what do you think “frantic” means? Underline the correct answer. (RL.3.4, L.3.4a)
- A. very calm
  - B. shouting loudly
  - C. *very upset*
  - D. whispering

**Close Read Note-catcher: *Nasreen's Secret School***  
 (Answers, for Teacher Reference, Continued)  
 RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

7. How are the details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message? Record on your note-catcher. (RL.3.1, RL.3.2, RL.3.3)  
*Student responses will vary. See completed note-catcher.*

**Read Pages 8 and 9:**

8. What does she mean by “the full moon passed our window many times”? Underline the correct answer. (RL.3.4)
- A. *A lot of time passed.*
  - B. Not very much time passed.
  - C. The moon went around the earth multiple times in one night.
  - D. Nasreen liked to look at the sky.

**Read Pages 10 and 11:**

9. Why does her grandmother want Nasreen to attend the secret school? Underline all of the answers that are correct. (RL.3.1)
- A. because it was behind a green gate
  - B. *to learn about the world, as she had*
  - C. *to speak again*
  - D. because it was in a nearby lane
10. Why are they lucky no soldiers saw them? Underline all of the answers that are correct. (RL.3.1)
- A. because the soldiers took her father
  - B. *because women and girls aren't allowed out alone*
  - C. because her mama went to look for her father
  - D. *because girls are forbidden to go to school*

11. How are the details on this page connected with your lesson or message? How does the detail help to communicate that lesson or message? Record on your note-catcher. (RL.3.1, RL.3.2, RL.3.3)  
*Student responses will vary. See completed note-catcher.*

For ELLs: Language Dive Guide: Part II  
(For Teacher Reference)

**Rationale:** This sentence was chosen for its complexity, the subordinating conjunction *because* that joins the two sets of subject-predicates, and its encapsulation of Nasreen’s challenge. Students will apply their understanding of the content and structure of this sentence when writing short constructed responses in the next lesson and on the end of unit assessment.

- Throughout the Language Dive: Parts I and II:
  - Encourage rich conversation among students about the meaning of each of the **sentence strip chunks** and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
  - Follow the suggestions in Language Dive: Part II to investigate the fundamental English subject-predicate structure and how to use *because* to give causes or reasons.
  - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
  - Record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their **vocabulary log**.
- Congratulate students on their first experiences with grade 3 Language Dive conversations. Write and display this term.
- Tell students you will give them time to think and write or sketch on their note-catcher. Ask:
  - \* “Based on your experience with Language Dive: Part I, what do you think a Language Dive is? (A Language Dive is a conversation about a sentence from a complex text. Students dive beneath the surface of the sentence to understand how the phrases, the structures, and the details create the meaning of the entire sentence. They discuss how the sentence is important to the text and to writing.)
- After providing time and inviting responses, write and display student ideas.
- If productive, cue students to clarify the conversation by saying what they mean. If necessary, prompt student responses with sentence frames: “Yes, you’ve got it” or “No, sorry, that’s not what I mean. What I mean is \_\_\_\_\_.” Ask:
  - \* “So, do you mean \_\_\_\_\_?”
- Confirm or amend and display students’ ideas.

For ELLs: Language Dive Guide: Part II  
(For Teacher Reference)

- Invite students to open *Nasreen’s Secret School* to page 3 and put their finger by this sentence: **Poor Nasreen sat at home all day, because girls are forbidden to attend school.**
- Invite students to chorally read the sentence aloud with you.
- Ask students to take turns reading the sentence aloud in their triads.
- Tell students you will give them time to think and write or sketch on their note-catcher. Ask:
  - \* “Based on your close reading today, how has your understanding of this sentence changed?” (Responses will vary.)
- After providing time and inviting responses, write and display student ideas.
- If productive, cue students to expand the conversation by saying more:
  - \* “Can you say more about that?” (Responses will vary.)
- After inviting responses, add to or amend and display student ideas.

- Say: “Let’s look at the first half of the sentence.”
- Display the following chunks: **Poor Nasreen sat at home all day,**
- Point out the red and blue underlining from Language Dive: Part I and invite students to place their finger on the underlining on Part 1 of their note-catcher. Remind them that in Language Dive 1, they were invited to think about the underline colors. If necessary, focus student attention on the Academic Word Wall to remind them of their subject-predicate work. Tell students you will give them 1 minute to think and write or sketch on their note-catcher.
- Say: “I wonder why the *Poor Nasreen* chunk is underlined in red, and the *sat at home all day* chunk is underlined in blue. I’ll give you 1 minute to discuss this with a partner.” (Red signals the subject of the sentence: *poor Nasreen*. The subject is a noun phrase, which tells us the person the sentence is about. Blue signals the predicate of the sentence: *sat at home all day*. The predicate is a verb phrase, which tells us more about Nasreen, what she did, Nasreen’s action.)
- After providing 1 minute and inviting responses, write and display student ideas.
- If productive, cue students to expand the conversation by saying more:
  - \* “Can you say more about that?” (Responses will vary.)
- After inviting responses, add to or amend and display student ideas.
- Students can label the parts of the first half of the sentence on Part 1 of their note-catcher: “S” for subject, “P” for predicate.



For ELLs: Language Dive Guide: Part II  
(For Teacher Reference)

- Say: “Now, let’s look at the second half of the sentence.”
  - Display the following chunks: **because girls are forbidden to attend school.**
  - Point out the red and blue underlining from Language Dive: Part I, and invite students to place their finger on the underlining on Part I of their note-catcher. Tell students you will give them 1 minute to think and discuss with their partner.
  - Say: “I wonder why the *girls* chunk is underlined in red, and the *are forbidden to attend school* chunk is underlined in blue. Is it for the same reasons you gave for the first half of the sentence?” (Yes, they are color-coded for the same reasons. Red signals the subject of the sentence: *girls*. Blue signals the predicate: *are forbidden to attend school*. The predicate is a verb phrase, which tells us more about the girls, what they cannot do, the way they are, their state of being of the second half of the sentence.)
  - After providing 1 minute and inviting responses, write and display student ideas.
  - If productive, cue students to expand the conversation by saying more:
    - \* “Can you say more about that?” (Responses will vary.)
  - After inviting responses, add to or amend and display student ideas.
  - Students can label the parts of the first half of the sentence on Part 1 of their note-catcher: “S” for subject, “P” for predicate.
- 
- Point again to the full sentence on display: **Poor Nasreen sat at home all day, because girls are forbidden to attend school.** Remind students that the sentence has two halves and that each half has a subject with a predicate. Tell students you will give them 1 minute to think and discuss with their partners. Ask:
    - \* “What is the first subject-predicate, and what is the second subject-predicate? Why is it important to know about subject-predicates?” (*Poor Nasreen/sat at home all day; girls/are forbidden to attend school*. It’s important to know because most complete English sentences must have at least one subject with a predicate.)
  - After providing 1 minute and inviting responses, write and display student ideas.
- 
- Point to *because* as part of the entire sentence on display and invite students to place their finger on *because* on Part 2 of their note-catcher. Remind students that the sentence has two halves and that, in Language Dive I, they were invited to think about why the author wrote *because* at the beginning of the second half. Tell students you will give them time to think and discuss with their partners and say: “I wonder how we can use the word *because* in our writing.” (The author wrote *because* to signal that she will give a cause, a reason. She will give a cause or reason—*girls are forbidden to attend school*—to explain the effect or result from the first half of the sentence: *Poor Nasreen sat at home all day*. We can use *because* in our writing to give a cause or a reason in the second half of our sentence and connect the second half to the first half. We can only use *because* when we are connecting two halves of a sentence that are effect+cause or to combine two separate sentences that are effect+cause.)
  - After providing 1 minute and inviting responses, write and display student ideas.
  - If productive, cue students to clarify the conversation by confirming what they mean:
    - \* “So, do you mean \_\_\_\_\_?” (Responses will vary.)
  - Confirm or amend and display student ideas.
  - Ask:
    - \* “Can you break this one sentence into two separate sentences? Which is better—the original single sentence or the two separate sentences? I’ll give you some time to think and write or sketch.” (*Poor Nasreen sat at home all day. Girls are forbidden to attend school. Because* is dropped because we use it to connect two halves of a sentence or two sentences into one. The original single sentence is better because it emphasizes the effect+cause connection.)

**For ELLs: Language Dive Guide: Part II**  
 (For Teacher Reference)

- Tell students you will give them time to think and discuss with their partners. Ask:
  - \* “What questions do you have about this sentence? I’ll give you some time to think and write or sketch.” (Answers will vary.)
  - \* “Based on your close reading and Language Dive: Part I, how has your understanding of this sentence changed? I’ll give you some time to discuss this with a partner.” (Answers will vary.)
  - \* “How does your understanding of this sentence help you understand Nasreen’s challenge? I’ll give you some time to discuss this with a partner.” (This sentence describes Nasreen’s challenge: She is forbidden to go to school.)
- After providing 1 minute and inviting responses, write and display student ideas.
- If productive, cue students to expand the conversation by saying more:
  - \* “Can you say more about that?” (Responses will vary.)
- After providing time and inviting responses, add to or amend and display student ideas.
- Display the sentence frame: “I sat at home all day because \_\_\_\_\_.”
- Tell students you will give them time to think and discuss with their partners. Say: “Use this frame to talk with your partners about a time when you sat at home all day.” (Responses will vary.)
- After providing time and inviting responses, write and display student sentences.
- If productive, cue students to clarify by confirming what they mean:
  - \* “So, do you mean \_\_\_\_\_?” (Responses will vary. Ensure that students are using the structure meaningfully.)
- Confirm or amend and display student sentences.
- Display the sentence frame: “I \_\_\_\_\_ because \_\_\_\_\_.”
- Tell students you will give them time to think and discuss with their partners. Say: “Use this frame to talk with your partners about yourself.” (Responses will vary.)
- After providing time and inviting responses, write and display student ideas.
- If productive, cue students to clarify by confirming what they mean:
  - \* “So, do you mean \_\_\_\_\_?” (Responses will vary. Ensure that students are using the structure meaningfully.)
- Confirm or amend and display student sentences.

Overcoming Learning Challenges Anchor Chart  
(Example, for Teacher Reference)

Overcoming Learning Challenges			
Who? Where?	Source	Challenge(s) (facts and details)	How the Challenge Is Overcome (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>Teacher moved away, so no one to teach students in the village</li> </ul>	Biblioburro: <ul style="list-style-type: none"> <li>A librarian brings books to the village on his burros</li> </ul>
Thomas in Chad	<i>Rain School</i>	No school building	They build a school together: <ul style="list-style-type: none"> <li>The teacher shows them how to build a school and they do it together before they start learning to read and write</li> </ul>
Nasreen in Herat, Afghanistan	<i>Nasreen's Secret School</i>	<ul style="list-style-type: none"> <li>Not allowed to go to school (by law)</li> <li>Not allowed to go outside (by law)</li> <li>Upset that mother and father have gone</li> <li>Faces punishment if caught breaking the law</li> <li>Lives somewhere that sounds quite scary, with soldiers everywhere</li> </ul>	Nasreen and her grandmother take a risk by going to a secret school <ul style="list-style-type: none"> <li><b>This is dangerous because soldiers might catch them.</b></li> </ul>

**Short Constructed Response:** Lesson/Message in *Nasreen's Secret School*  
RL.3.2, W.3.2

.....  
**Name:**

.....  
**Date:**

**Write a short constructed response to answer the following question:**

In *Nasreen's Secret School*, what is the central message or lesson and how is it conveyed through details in the text?

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**Short Constructed Response:** Lesson/Message in *Nasreen's Secret School*  
(Example, for Teacher Reference)  
(RL.3.2, W.3.2)

*Nasreen's Secret School* teaches us that some people will take dangerous risks to go to school because learning is very important to them. The text conveys this by describing how Nasreen's grandmother takes her to a school that is secret because girls aren't allowed to go to school. It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and it explains they were lucky that no soldiers saw them.

**Lesson/Message in *Nasreen's Secret School*: Model for Critique**  
L.3.2

Nasreen's secret School teaches us that some people will take dangerous risks to go to school because learning is very important to them. The text conveys this by describing how Nasreen's grandmother takes her to a school that is secret because girls aren't allowed to go to school. It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and it explains they were lucky that no soldiers saw them.

**Lesson/Message in *Nasreen's Secret School*: Model for Critique**  
 (Example, for Teacher Reference)

L.3.2

Underlined are the errors:

Nasreen's secret School teaches us that some poeple will take dangerus risks to go to school because learnin is very important to them. the text conveys this by describing how nasreen's grandmother takes her to a schol that is secret because girls arent alowed to go to school. It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and it explains they were lucky that no soldiers saw them.

**Spelling, Capitalization, and Punctuation Anchor Chart**  
(Example, for Teacher Reference)

L.3.2

**Spelling:**

- Use what you already know and then add affixes to change the word as you need to (for example, turning *happy* into *happiness*). (L.3.2e)
- Use familiar spelling patterns (for example, knowing how to spell *sing* helps us spell *bring*). (L.3.2f)
- Use a dictionary. (L.3.2g)
- Ask someone to help you.

**Punctuation:**

- Use a period at the end of a sentence.
- Use a question mark at the end of a question.
- Use a comma to show a natural pause in speech or to separate words in a list.
- Use an exclamation mark to show surprise.
- Ask someone to help you.

**Capitalization:**

- Use a capital letter at the beginning of a sentence.
- Use capital letters for the names of people, places, days of the week, and months.
- Ask someone to help you.



**Peer Critique Anchor Chart**  
(Example, for Teacher Reference)

W.3.5

<b>Criteria</b>	<b>What does this mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
<b>Be kind.</b>	Always treat others with dignity and respect.	<ul style="list-style-type: none"> <li>• Listening carefully</li> </ul>	<ul style="list-style-type: none"> <li>• “I like the way you have ... because it meets these criteria.”</li> </ul>
<b>Be specific.</b>	Focus on particular strengths and weaknesses.	<ul style="list-style-type: none"> <li>• Identifying the parts that you think were done well using the criteria</li> <li>• Identifying the parts that you think could be improved using the criteria</li> </ul>	<ul style="list-style-type: none"> <li>• “This part meets these criteria by ...”</li> <li>• “Have you thought about adding/revising ... in order to ...?”</li> <li>• “I can’t see evidence of this criterion in your work. Where do you think you could revise to show evidence of this criterion?”</li> </ul>
<b>Be helpful.</b>	Positively contribute to the individual or the group.	<ul style="list-style-type: none"> <li>• Helping a peer identify where he or she can improve</li> </ul>	<ul style="list-style-type: none"> <li>• “Perhaps you could revise this ... in order to....”</li> </ul>
<b>Participate.</b>	Peer critique is a process to support each other, and your feedback is valued!	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Providing feedback as well as receiving it</li> </ul>	<ul style="list-style-type: none"> <li>• “Would you read it to me again?”</li> <li>• “Can I help you improve your work?”</li> </ul>



**Grade 3: Module 1: Unit 1:**  
Homework Resources  
(For Families)

## Unit 1: Reading Literary Texts: Overcoming Learning Challenges—School and Education

Common Core State Standards addressed: RL.3.1, RL.3.2, RL.3.3, RL.3.4, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, SL.3.6, and L.3.4

### Guiding Questions and Big Ideas:

- Why are education, books, and reading important?
- *Education, books, and reading are important because they help us learn about and make sense of the world, and escape into the lives of other people and other worlds.*

Please note: The guiding question and big idea are framed in the context that education, books, and reading are important for college and career readiness.

### What will your student be doing at school?

In this unit, students read literary texts about children who face challenges with access to school and education and how they overcome those challenges. As a class, they read *Waiting for the Biblioburro* by Monica Brown, *Rain School* by James Rumford, and *Nasreen’s Secret School*<sup>1</sup> by Jeanette Winter to analyze the challenges the main characters face with access to school and education and how those challenges are overcome. They determine the central message or lesson of each story and how it is conveyed through details in the text.

Independent research reading is launched in this unit. Students receive independent reading journals to record information about the time they spend reading, as well as to respond to prompts about their reading. They are also given vocabulary logs for recording new vocabulary. Students are expected to record academic vocabulary in the front of their vocabulary logs and topical vocabulary in the back.

Working to become an ethical person is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it’s difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

<sup>1</sup> Please note: *Nasreen’s Secret School* by Jeanette Winter is a true story about the challenges in access to school/education faced by a girl in Herat, Afghanistan. In this story, Nasreen’s father is taken away by soldiers without explanation, and her mother leaves to go looking for her father, leaving Nasreen in the care of her grandmother. The story also explains that girls and women are not allowed outside alone, and girls are forbidden from attending school. Nasreen faces great danger as she overcomes her challenges to school and education. These issues are discussed sensitively in the classroom, but this may be something you want to speak to your student about at home both before and after reading the book.

### How can you support your student at home?

- Talk to your student about the guiding question and big ideas in relation to being ready for college and/or careers in the United States, in which reading plays a very important role.
- Talk to your student about the texts he or she is reading in the classroom, particularly if any of the topics raised might be sensitive for your child.
- Read narrative books, if possible about characters who overcome challenges, and talk to your student about the gist (what the text is mostly about) and the central message or lesson (what the author wants the reader to take away from the text) and how it is conveyed through details in the text.

### Unit 1: Homework

In this unit, homework focuses on research reading and breaking words into affixes and roots.

**Research reading:** Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

**Choice reading:** If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

### Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topical vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are words that would be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students infer the module topic based on quotes and images from module texts.	1. Read and reflect on the module guiding question.	1. Lesson 2. Students are not required to hand in anything; they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Independent research reading launch and generating collaborative discussion norms	1. Research reading for 10 minutes	1. N/A	
3	Students hear the text <i>Waiting for the Biblioburro</i> by Monica Brown read aloud. They find the gist, recount the story, and determine its lesson.	1. Research reading for 10 minutes	1. N/A	
4	Students hear the text <i>Rain School</i> by James Rumford read aloud. They then work in triads to find the gist, recount the story, and determine its central message or lesson.	1. Research reading for 10 minutes	1. N/A	

\* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
5	Students closely read an excerpt of <i>Rain School</i> to explain how the central message or lesson is conveyed through the text's details. Students receive vocabulary logs.	<ol style="list-style-type: none"> <li>1. Affixes Practice I</li> <li>2. Research reading for 10 minutes and record new vocabulary in vocabulary log</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 7</b></li> <li>2. N/A</li> </ol>	
6	Students learn how to write a short constructed response and receive independent reading journals.	<ol style="list-style-type: none"> <li>3. Affixes Practice II</li> <li>4. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 7</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
7	Students participate in a small group collaborative discussion about their research reading text for the mid-unit assessment.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	
8	Students hear the text <i>Nasreen's Secret School</i> by Jeanette Winter read aloud. They work in triads to find the gist and recount the story. They then work independently to determine the central message or lesson of the story.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> <li>2. For ELLs: Language Dive: Part I Practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> <li>2. <b>Lesson 9</b></li> </ol>	

\* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
9	Students closely read an excerpt of <i>Nasreen's Secret School</i> to explain how the central message or lesson is conveyed through the text's details.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> <li>2. For ELLs: Language Dive: Part II Practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> <li><b>2. Lesson 10</b></li> </ol>	
10	Students practice writing short constructed responses and participate in a peer critique on spelling, capitalization, and punctuation.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	
11	Students read a new literary text and answer selected response and write short constructed responses to answer questions for the end of unit assessment.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	

\* Teacher note: Please complete the Anticipated Date column according to your schedule.

**Directions:** Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (\*).

**Record:**

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

**Example:**

**Date:** 04/08/2015

**Book Title and Author:** “My Librarian Is a Camel” by Margriet Ruurs

**Pages Read:** Thailand, pages 28–29

**Prompt:** What is the main idea of the text you read? What are some of the key details, and how do they support the main idea?

**Response:** The main idea is that elephants help some students in the Omkoi region of Thailand get books and learn. Some of the key details that support this main idea are that more than 20 elephants are being used to carry books, and in each trip the elephants visit seven or eight villages. The elephants carry metal slates on their backs to teach students to read and write.



**Consider using the following independent reading prompts\*:**

- What challenges are faced? How are they overcome?
- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about the importance of reading, books, or education?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p><b>Definition in your own words</b></p>	<p><b>Synonyms</b> (words that mean the same)</p>
<p><b>Words with the same affix or root</b></p>	<p><b>Sketch</b></p>
<p><b>Translation in home language</b> (if appropriate):</p>	

\*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

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**Name:**

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**Date:**

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**Directions:** Use the charts to break the following words into roots and affixes.

1. Unfeeling:

Prefix	Root	Suffix

2. Enjoyable:

Prefix	Root	Suffix

3. Indestructible:

Prefix	Root	Suffix

4. Enlarged:

Prefix	Root	Suffix

5. Disagreeable:

Prefix	Root	Suffix

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**Name:**

---

---

**Date:**

---

**Directions:** Use the charts to break the following words into roots and affixes.

1. Preheated:

Prefix	Root	Suffix

2. Improved:

Prefix	Root	Suffix

3. Unbreakable:

Prefix	Root	Suffix

4. Enriched:

Prefix	Root	Suffix

5. Disappeared:

Prefix	Root	Suffix

## Language Dive I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Look at the scrambled sentence below from *Nasreen's Secret School*. Write it in the correct sequence:

because girls	are forbidden to attend school.	sat at home all day,	Poor Nasreen
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- 
2. Sketch the meaning of the sentence: *Poor Nasreen sat at home all day, because girls are forbidden to attend school.*

3. Use crayons or colored pencils to underline:
- *Poor Nasreen* in red
  - *sat at home all day*, in blue
  - *because girls* in red
  - *are forbidden to attend school.* in blue
4. Circle the word *because*.

5. Think:

- What do the red underlines mean?
- What do the blue underlines mean?
- Why did the author write *because*?

## Language Dive II

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the two sentences in the boxes. Use because to connect the two sentences and make one sentence. Write the one sentence on the lines below the boxes.

Poor Nasreen sat at home all day.	Girls are forbidden to attend school.
effect	cause

\_\_\_\_\_

\_\_\_\_\_

2. Read the two sentences in the boxes. Use because to connect the two sentences and make one sentence. Write the one sentence on the lines below the boxes.

I enjoy the pictures in the book.	They are colorful.
effect	cause

\_\_\_\_\_

\_\_\_\_\_

3. Complete the two sentences. Use information about yourself.

I sat at home all day because \_\_\_\_\_

\_\_\_\_\_.

I \_\_\_\_\_

because \_\_\_\_\_.



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



**Informational Texts Anchor Chart**

(For Teacher Reference)

RI.3.5, RI.3.8, W.3.2, W.3.4, W.3.8

**Teacher directions:** Write the following on chart paper to create this anchor chart, leaving space to add to it throughout the unit.

**Informational Texts**

- Informational texts inform or teach a reader about a topic.
- Informational texts often have text features that the author uses to help the reader understand and find information in the text.
- Informational texts are based on research the author does before writing and list sources used in research.

Finding the Gist and Unfamiliar Vocabulary: Kenya Note-Catcher

RI.3.4, L.3.4

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

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

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
<ul style="list-style-type: none"> <li>Beginning at “The roads to Bulla Iftin ...”</li> <li>Ending at “... means of transportation—camels!”</li> </ul>			
<ul style="list-style-type: none"> <li>Beginning at “Library camels are ...”</li> <li>Ending at “... the library roof.”</li> </ul>			
<ul style="list-style-type: none"> <li>Beginning at “The students of Bulla Iftin ...”</li> <li>Ending at “... for new ones.”</li> </ul>			
<ul style="list-style-type: none"> <li>Box in the upper right corner of page 19</li> </ul>			

**Finding the Gist and Unfamiliar Vocabulary: Kenya Note-catcher**

(Answers, for Teacher Reference)

RI.3.4, L.3.4

Note: Responses in the Unfamiliar Vocabulary column will vary. Words students are likely to be unfamiliar with (and their accompanying definitions) have been included for each section. Encourage students to use the strategies on the Close Readers Do These Things anchor chart to determine the meaning of unfamiliar vocabulary.

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
<ul style="list-style-type: none"> <li>Beginning at “The roads to Bulla Iftin ...”</li> <li>Ending at “... means of transportation—camels!”</li> </ul>	<i>Some roads in the Kenyan desert are hard for cars to drive on, so librarians use camels to bring books to people living there.</i>	<i>nomadic</i>  <i>transportation</i>	<i>moving from place to place without a fixed home</i>  <i>moving or carrying from one place to another</i>
<ul style="list-style-type: none"> <li>Beginning at “Library camels are ...”</li> <li>Ending at “... the library roof.”</li> </ul>	<i>Library camels carry books and a tent for the library roof.</i>	<i>mat</i>	<i>a piece of material that is used as a covering to protect a floor or other surface</i>
<ul style="list-style-type: none"> <li>Beginning at “The students of Bulla Iftin ...”</li> <li>Ending at “...for new ones.”</li> </ul>	<i>Children in Bulla Iftin love getting new books and trade their books for new ones every two weeks.</i>	<i>await</i>	<i>to wait for; look forward to</i>
<ul style="list-style-type: none"> <li>Box in the upper right corner of page 19</li> </ul>	<i>Kenya is a country in East Africa and has a climate that changes depending on location.</i>	<i>varies</i>	<i>changes, differs</i>

**Close Read Note-catcher: *My Librarian Is a Camel*, Pages 18–19**  
 RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4, L.3.4a, L.3.4b, L.3.4d

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

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

**Research question:** What are the challenges people face when learning, and how are they overcome?

**Focus statement:**

**Source:**

**Overcoming Learning Challenges in** \_\_\_\_\_

**Who is facing the challenge?** \_\_\_\_\_

**Geographical Features**

**Challenge**  
 What challenge(s) are faced?

**How the Challenge Is Overcome**  
 How do the people in the text overcome those challenges?

**Importance of the Library**

**Close Read Note-catcher: *My Librarian Is a Camel*, Pages 18–19**

(Answers, for Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4, L.3.4a, L.3.4b, L.3.4d

**Research question:** What are the challenges people face when learning, and how are they overcome?

**Focus statement:**

**Source:** *My Librarian Is a Camel*, pages 18–19

**Overcoming Learning Challenges in Kenya**

**Who is facing the challenge?** students of Bulla Iftin

**Geographical Features**

*East Africa, desert in north*

**Challenge**

What challenge(s) are faced?

*access to books*

*sand covers roads*

*hard for cars to get through the sand*

**How the Challenge Is Overcome**

How do the people in the text overcome those challenges?

- *Librarians use camels to carry books and a tent.*
- *Camels can walk in sand and don't need much water.*
- *Camels can carry heavy loads like books and a tent for the library roof.*
- *The librarian comes every two weeks, and children can trade their books for new ones.*

**Importance of the Library**

*The children overcame their challenge with the help of a librarian and a camel.*

**Close Reading Guide: *My Librarian Is a Camel*, Pages 18–19**  
(For Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4a, L.3.4b, L.3.4d

**Time:** 25 minutes

Directions and Questions	Teaching Notes
<p>1. Describe the climate in Kenya. (RI.3.1)</p>	<ul style="list-style-type: none"> <li>• Pair up students. Throughout this close read, students will work in pairs to discuss answers to the questions you ask and to annotate their texts. Use different strategies to have them respond, such as cold calling, selecting volunteers, or responding chorally as a group.</li> <li>• Read pages 18–19 once aloud for the whole group. Tell students to read along silently in their heads.</li> <li>• Direct students’ attention to the research question on their Close Read Note-catcher: <i>My Librarian Is a Camel</i>, Pages 18–19. Select a volunteer to read it aloud. Tell students that this is their purpose for reading today and that by the end of the close read, they should be able to answer this question.</li> <li>• Point out the source on their note-catchers. Remind students that the source is the title of the text where the information is coming from. Ask:             <ul style="list-style-type: none"> <li>* “What is the source for our research today? What is the title of the text?” (<i>My Librarian Is a Camel</i>)</li> </ul> </li> <li>• Invite students to write this in the appropriate spot on their note-catchers. Tell them that they should also record the specific page numbers from the text, pages 18–19.</li> <li>• Review the text features used on this page by using a total participation technique and inviting responses from the group:             <ul style="list-style-type: none"> <li>* “What do you notice about these pages of the text? What is different about the way they look?” (Responses will vary; students should point out specific text features, such as headings or photographs with captions, but will likely not know the correct names of these features.)</li> </ul> </li> <li>• Remind students that text features are signals that authors of informational texts include to help the reader understand and find information in the text.</li> <li>• Using a total participation technique, invite responses from the group:             <ul style="list-style-type: none"> <li>* “What country do these pages focus on? What text features make you think so?” (Kenya; the title, the map and captions in the box in the upper right corner of page 19)</li> </ul> </li> <li>• Invite students to write “Kenya” in the top box on their note-catcher and explain that these pages focus on how some people in part of Kenya overcome learning challenges.</li> <li>• Direct students’ attention to the box in the upper right corner of page 19. Tell them that the author included a box like this for every country featured in the book.</li> </ul>

Close Reading Guide: *My Librarian Is a Camel*, Pages 18–19

(For Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4a, L.3.4b, L.3.4d

Directions and Questions	Teaching Notes
	<ul style="list-style-type: none"> <li>• Invite students to skim the information in the box with a partner. Using a total participation technique, invite responses from the group:               <ul style="list-style-type: none"> <li>* “What information did the author include in this box?” (a map of Kenya, Kenya’s flag, and basic facts about Kenya, such as its capital and population)</li> <li>* “What does this help the reader to understand about the text?” (It helps the reader understand where Kenya is, how big it is, and what the climate is like.)</li> <li>* “Reread the paragraph in the box that begins with ‘Kenya is a country....’ Put your finger on the part of the map that shows the <i>coast</i> of Kenya. Put your finger on the part of the map that shows <i>inland</i> Kenya. Put your finger on the part of the map that shows <i>northern</i> Kenya.”</li> </ul> </li> <li>• Ask Question 1. (It is different in different parts of Kenya. Parts of Kenya are hot and humid, other parts are temperate, and the northern part is dry.)</li> <li>• Invite students to complete the Geographical Features box on their note-catchers. (Kenya is in East Africa; the northern part of Kenya is a desert.)</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “How do you think the climate of Kenya might impact how people living there get books?” (Responses will vary; students may not have a good understanding of the impact of climate or geography at this point and will build this throughout the close read.)</li> </ul> </li> </ul>

Close Reading Guide: *My Librarian Is a Camel*, Pages 18–19  
(For Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4a, L.3.4b, L.3.4d

Directions and Questions	Teaching Notes
<p>2. What learning challenge do some people living in Bulla Iftin face? Why is this a challenge? (RI.3.2)</p> <p>3. How do librarians traveling to Bulla Iftin overcome this challenge? (RI.3.2)</p>	<ul style="list-style-type: none"> <li>• Invite students to reread the first paragraph on page 18 with a partner.</li> <li>• Using a total participation technique, invite responses from the group:             <ul style="list-style-type: none"> <li>* “Where is Bulla Iftin?” (northeastern Kenya)</li> <li>* “What is the climate like in Bulla Iftin? What words in this paragraph make you think so?” (dry; “desert sand”)</li> <li>* “Skim the paragraph in the box on page 19. What words or phrases support your thinking about the climate in Bulla Iftin? How?” (“... the northern part of the country is dry”; the text says it is dry in the north part of Kenya, and that Bulla Iftin is in northeastern Kenya)</li> <li>* “Put your finger under the word <i>impassable</i>. What familiar word do you see in this word?” (pass)</li> <li>* “The prefix <i>im-</i> means not, and the suffix <i>-able</i> means capable to do something. What do you think <i>impassable</i> means?” (not able to pass)</li> <li>* “Reread the first sentence. What is impassable? Why are they impassable?” (the roads to Bulla Iftin; because of the desert sand)</li> <li>* “Think about these details. How does the climate of this part of Kenya impact people living there?” (The roads are covered with sand, making it hard for cars to drive on them.)</li> </ul> </li> <li>• Invite students to put their finger on the second sentence in the paragraph and to read it aloud.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “Who is hungry for books?” (young people living in nomadic villages)</li> <li>* “What do young people in nomadic villages want?” (books)</li> <li>* “In your own words, tell your partner what the phrase ‘hungry for books’ means.” (really want books)</li> <li>* “The author uses the terms ‘grateful,’ ‘hungry for books,’ and ‘eagerly await’ to describe the children. Whose perspective is it that the children really want books?” (the author’s)</li> <li>* “Use a dictionary to find the word <i>nomad</i>. Read the definition to yourself.”</li> <li>* “A <i>nomad</i> is someone who doesn’t have a fixed home and moves from place to place. Why might children who are nomads not have many books?” (Because they move from place to place, they might not have many belongings and only keep things they need with them when they travel.)</li> </ul> </li> </ul>



Close Reading Guide: *My Librarian Is a Camel*, Pages 18–19  
(For Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4a, L.3.4b, L.3.4d

Directions and Questions	Teaching Notes
	<ul style="list-style-type: none"> <li>• Invite students to add <i>nomad</i> and its definition to their vocabulary logs.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “Think about these details. What does this sentence help you to understand about young people living in this part of Kenya’s access to books?” (Some children in nomadic tribes really want books but have trouble getting them because of the nomadic villages where they live.)</li> </ul> </li> <li>• Ask and invite students to write the answer in the appropriate spot on their note-catcher:               <ul style="list-style-type: none"> <li>* “Who is facing the challenge?” (young people living in nomadic tribes)</li> </ul> </li> <li>• Point out that this is not a challenge that all children face in Kenya, or even all children living in northeastern Kenya.</li> <li>• Ask Question 2 and invite students to place a <b>sticky note</b> on the sentence that explains why it is a challenge. (access to books; “The roads to Bulla Iftin, two hundred miles northeast of Nairobi, are impassable because of the desert sand, even for cars with four-wheel drive.”)</li> <li>• Invite students to add this to the Challenge box on their note-catchers.</li> <li>• Ask Question 3 and invite students to record how librarians overcome the challenge in the appropriate spot on their note-catchers. (They use camels for transportation.)</li> </ul>

Close Reading Guide: *My Librarian Is a Camel*, Pages 18–19  
(For Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4a, L.3.4b, L.3.4d

Directions and Questions	Teaching Notes
<p>4. What do the photographs help you to understand about the text? (RI.3.7)</p>	<ul style="list-style-type: none"> <li>• Invite students to reread the second paragraph on page 18 with a partner.</li> <li>• Invite students to form groups of four and act out how the driver, librarian, and camels carry books through the desert.</li> <li>• Select volunteers to share with the group. As volunteers share, invite the rest of the class to identify sentences from the second paragraph that support the group’s actions.</li> <li>• Using a total participation technique, invite responses from the group:               <ul style="list-style-type: none"> <li>* “The last sentence of the first paragraph said camels are the most <i>economical</i> means of transportation. Economical means inexpensive and efficient. What evidence does the author give that proves camels are an economical way to travel in the desert?” (Camels are inexpensive because librarians only need two camels to carry the books and the supplies; camels are efficient because they can carry heavy loads and don’t need a lot of water in the desert.)</li> </ul> </li> <li>• Invite students to add this to the How the Challenge Is Overcome box on their note-catchers.</li> <li>• Using a total participation technique, invite responses from the group:               <ul style="list-style-type: none"> <li>* “Look at the photographs on pages 18–19. Put your finger on a photograph that shows exactly what the text describes in the second paragraph. Find a sentence in the second paragraph that could also be used to caption the photograph. Put a sticky note under the sentence.” (the photograph on the bottom right corner of page 18 or on the bottom left corner of page 19; “A driver and a librarian divide the books into two boxes. They saddle them on the camel’s back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.”)</li> </ul> </li> <li>• Ask Question 4. (They show what the camels look like when they are carrying the books and supplies for the library.)</li> </ul>

**Close Reading Guide: *My Librarian Is a Camel*, Pages 18–19**  
(For Teacher Reference)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4a, L.3.4b, L.3.4d

Directions and Questions	Teaching Notes
<p>5. Is the library important to the children of Bulla Iftin? What in the text makes you think so? (RI.3.2)</p>	<ul style="list-style-type: none"> <li>• Invite students to reread page 19 with a partner.</li> <li>• Select a volunteer to act out what the librarian does when the library caravan reaches the village. As the volunteer shares, invite the rest of the class to identify sentences from page 19 that support his or her actions.</li> <li>• Using a total participation technique, invite responses from the group:               <ul style="list-style-type: none"> <li>* “What is the author’s perspective about how the students of Bulla Iftin feel when the library camels reach the village? Listen again as I read the passage aloud. Without using sound, show how the children feel with your faces and bodies.” Reread the paragraph on page 19, pausing to allow students to show their reactions. (They feel happy.)</li> <li>* “What words and phrases in the text helped you figure out how the children felt?” (“eagerly await”; “... the children watch as the librarian pitches the tent and displays the books ...”; “... treasure their new books ...”)</li> </ul> </li> <li>• Ask Question 5. (Yes; the children are hungry for books and treasure the new books the library caravan brings.)</li> <li>• Invite students to add this to the Importance of the Library box on their note-catchers.</li> <li>• Invite students to reread the notes they wrote in the Geographical Features box on their note-catchers. Ask:               <ul style="list-style-type: none"> <li>* “After closely rereading pages 18–19, which geographical feature of Kenya has the biggest impact on the children living in Bulla Iftin? Circle it on your note-catcher.” (the desert in the northern part of Kenya)</li> </ul> </li> </ul>
<p><b>Culminating Task</b></p> <p>6. With a partner, orally summarize pages 18–19.</p>	<ul style="list-style-type: none"> <li>• Invite students to reread pages 18–19 and review the notes on their note-catcher.</li> <li>• Ask Question 6. (Responses will vary; example summary: Children in Bulla Iftin, a village in the desert of northern Kenya, have a difficult time accessing books because of sand-covered roads. So, librarians travel on camels that carry books and library supplies to the villages. The camels can easily walk in the sand and do not need much water on their journey. They can carry heavy loads like the books and the tent for the library roof. The librarian and camels come every two weeks so the children can trade their books for new ones. The children overcame their challenge with the help of a librarian and a camel.)</li> </ul>

For ELLs: Language Dive Guide  
(For Teacher Reference)

**Rationale:** This sentence was chosen for its complexity, its use of a subordinate clause, and its connection to current and future content. Students will apply their understanding of the content of this sentence when writing information paragraphs about overcoming challenges accessing books.

- Throughout this Language Dive:
  - Encourage rich conversation among students about the meaning of each **sentence strip chunk**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
  - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
  - Record and display student responses next to or underneath the target language for visual reference.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence: **But young people who live in nomadic villages in the area are hungry for books.**
- Invite students to chorally read the sentence aloud with you.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
  - \* “What is the gist of this sentence? What, in the sentence, makes you think so?” (Answers will vary.)

- Display the following chunk: **But young people**
- Ask:
  - \* “Who is this sentence about? (young people)
  - \* “Where do the young people live?” (in nomadic areas)

- Display the following chunk: **who live in nomadic villages in the area**
- Ask:
  - \* “Who lives in nomadic villages? (young people)
  - \* “What is a nomadic village?” (a place where people live who do not have homes that stay in one place)
- Ask:
  - \* “What is an area?” (a place)
  - \* “What place is this about? How do you know?” (Bulla Iftin. That is the area or place the text is about.)

**For ELLs: Language Dive Guide**  
(For Teacher Reference)

- Display the following chunk: **are hungry for books.**
  - Ask:
    - \* “Who is hungry for books?” (the young people)
    - \* “What does it mean to be hungry for books?” (It means they really want books. They really want to read.)
    - \* “Why are they so hungry for books?” (It is hard to get books because cars can’t drive on the roads in the desert.)
- 
- Ask:
    - \* “What questions do you have about this sentence?” (Answers will vary.)
    - \* “Now what do you think is the gist of the sentence?” (The children in Kenya really want to read books.)
    - \* “Tell your partner something that young people who live in our area are hungry for.” Invite students to use the sentence frame: “Young people are hungry for \_\_\_\_\_.” (learning; computers; games)
  - If productive, cue students to clarify their sentences by confirming what they mean:
    - \* “So, do you mean \_\_\_\_\_?” (Responses will vary.)

For ELLs: Sentence Strip Chunks

**Directions:** Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

**But young people**

**who live in nomadic  
villages in the area**

**are hungry for books.**

**Determining the Main Idea Anchor Chart**  
 (For Teacher Reference)  
 RI.3.2

**Teacher directions:** Write the following on chart paper to create this anchor chart.

**Determining the Main Idea**

The *main idea* is what a text is about overall—the important thing the author wants the reader to know.

An author develops a main idea with key details. The key details support the main idea.

- Key details are the explicit information from the text that supports our thinking about the main idea.
- Many times, but not always, the first sentence of a paragraph states the main idea of the paragraph. This is often referred to as the topic sentence.
- The heading and topic sentences of each paragraph can be used as clues to determine the main idea.
- As you read, think about what the text is about and gather details to confirm this thinking or more precisely focus this thinking.

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

<b>Overcoming Learning Challenges</b>			
<b>Who? Where?</b>	<b>Source</b>	<b>Challenge(s)</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>• Teacher moved away, so no one to teach students in the village</li> </ul>	Biblioburro: <ul style="list-style-type: none"> <li>• A librarian brings books to the village on his burros.</li> </ul>
Thomas in Chad	<i>Rain School</i>	No school building	They build a school together. <ul style="list-style-type: none"> <li>• The teacher shows them how to build a school, and they do it together before they start learning to read and write.</li> </ul>
Nasreen in Herat, Afghanistan	<i>Nasreen's Secret School</i>	<ul style="list-style-type: none"> <li>• Not allowed to go to school (by law)</li> <li>• Not allowed to go outside (by law)</li> <li>• Upset that mother and father have gone</li> <li>• Faces punishment if caught breaking the law</li> <li>• Lives somewhere that sounds quite scary, with soldiers everywhere</li> </ul>	Nasreen and her grandmother take a risk by going to a secret school. <ul style="list-style-type: none"> <li>• This is dangerous because soldiers might catch them.</li> </ul>
<b>students in Bulla Iftin, Kenya</b>	<b>pages 18–19 of <i>My Librarian Is a Camel</i></b>	<b>Challenges accessing books:</b> <ul style="list-style-type: none"> <li>• <b>Sand covering roads</b></li> <li>• <b>Cars can't travel because of desert sand</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Librarians use camels to carry books and supplies across the desert.</b></li> </ul>





**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

RI.3.4, L.3.4

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

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

**Source:** *My Librarian Is a Camel*

“Finland,” pages 14–15

“Thailand,” pages 28–29

“Zimbabwe,” pages 30–31

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
Paragraph 1			
Paragraph 2			
Paragraph 3			

**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

RI.3.4, L.3.4

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

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

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
Paragraph 4 (use as needed)			
Paragraph 5 (use as needed)			
Paragraph 6 (use as needed)			
Box in the upper right corner			

**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

(Answers, for Teacher Reference)

RI.3.4, L.3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Source:** *My Librarian Is a Camel*

“Finland,” pages 14–15

“Thailand,” pages 28–29

“Zimbabwe,” pages 30–31

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (use a dictionary if you need to)
Paragraph 1	<i>Some islands in Finland are hard to get to and don't have many people living on them, so librarians use boats to bring books to the people living there.</i>	<i>consists</i>	<i>is made up or formed</i>
Paragraph 2	<i>The boat sails from island to island from May to October.</i>	<i>assistant</i>  <i>scrambling</i>	<i>someone who supports or helps someone else</i>  <i>moving quickly using both the hands and feet</i>
Paragraph 3	<i>The children living on these islands are always happy to see the boat and to get new books.</i>	<i>supply</i>	<i>materials that you keep available and use whenever you need them</i>
Box in the upper right corner	<i>Finland is a country in northern Europe. It has many lakes and islands, and parts of it are under snow and ice all year long.</i>	<i>region</i>  <i>communities</i>	<i>an area of the earth's surface that has certain features of land and climate</i>  <i>groups of people who live close together or have shared interests</i>

**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

(Answers, for Teacher Reference)

RI.3.4, L.3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Source:** *My Librarian Is a Camel*

“Finland,” pages 14–15

“Thailand,” pages 28–29

“Zimbabwe,” pages 30–31

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
Paragraph 1	<i>In northern Thailand, tribal people cannot read or write, but the government wants to change that.</i>	<i>program</i>  <i>includes</i>	<i>a plan of what will be done</i>  <i>has or contains as a part</i>
Paragraph 2	<i>Some librarians use elephants to bring books to these hard-to-reach places.</i>	<i>transportation</i>	<i>a way to carry something from one place to another</i>
Paragraph 3	<i>Elephants carry books to villages and visit seven or eight villages each trip.</i>	<i>region</i>	<i>an area of the earth’s surface that has certain features of land and climate</i>
Paragraph 4	<i>Elephants bring books to 37 villages all together.</i>	<i>providing</i>	<i>giving what is needed; supplying</i>
Paragraph 5	<i>The elephants also carry slates that are used to help teach children how to read and write.</i>	<i>materials</i>	<i>anything used for building or making something else</i>

**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

(Answers, for Teacher Reference)

RI.3.4, L.3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
Paragraph 6	<i>In Bangkok, old train carriages have been turned into libraries as safe places for street children to learn to read and write.</i>	<i>transformed</i>  <i>paneling</i>	<i>changed the form, look, or shape of</i>  <i>the part of a door or wall that is set apart from the area around it by being raised, sunken, or decorated</i>
Box in the upper right corner	<i>Thailand is in Southeast Asia and has a climate that changes from season to season.</i>	<i>varies</i>	<i>changes, differs</i>

**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

(Answers, for Teacher Reference)

RI.3.4, L.3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Source:** *My Librarian Is a Camel*

“Finland,” pages 14–15

“Thailand,” pages 28–29

“Zimbabwe,” pages 30–31

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
Paragraph 1	<i>In western Zimbabwe, donkey carts carry library books to hard-to-reach places.</i>	communities  within	<i>groups of people who live close together or have shared interests</i>  <i>in the inner part of; inside</i>
Paragraph 2	<i>Donkey carts can reach small communities that are hard for cars to get to. They leave books for a month at a time.</i>	volunteer  skills  vehicles	<i>a person who offers to work or help without pay</i>  <i>the power or ability to perform a task well, especially because of training or practice</i>  <i>something used to carry and move people or things</i>
Paragraph 3	<i>Librarians leave books at schools for children and adults to check out.</i>	schedule	<i>a plan of when certain actions or events will be carried out</i>

**Expert Group Finding the Gist and Unfamiliar Vocabulary Note-catcher**

(Answers, for Teacher Reference)

RI.3.4, L.3.4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Text</b>	<b>Gist</b> What is it mostly about?	<b>Unfamiliar Vocabulary</b>	<b>Meaning</b> (use a dictionary if you need to)
Paragraph 4	<i>Some libraries are starting to bring TVs and other electronics to these villages.</i>	<i>communications</i>  <i>capabilities</i>  <i>future</i>	<i>the sharing or exchange of messages, information, or ideas</i>  <i>having the skill or power to do what is needed</i>  <i>time that is yet to come</i>
Paragraph 5	<i>The children enjoy getting new books from the library donkeys.</i>	<i>native</i>  <i>literature</i>	<i>having origins in a particular country or area</i>  <i>writings that have lasting value; includes stories, poems, plays, and essays</i>
Box in the upper right corner	<i>Zimbabwe is a country in southern Africa surrounded by land. Most of the country is high plateau.</i>	<i>plateau</i>	<i>a high, level area of land</i>



**Close Read Note-catcher: Expert Group *My Librarian Is a Camel***

RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4

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

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

**Research question:** What are the challenges people face when learning, and how are they overcome?

**Focus statement:**

**Source:**

**Overcoming Learning Challenges in** \_\_\_\_\_

**Who is facing the challenge?** \_\_\_\_\_

**Geographical Features**

**Challenge**  
 What challenge(s) are faced?

**How the Challenge Is Overcome**  
 How do the people in the text overcome those challenges?

**Importance of the Library**

Close Read Note-catcher: Expert Group *My Librarian Is a Camel*  
 (Answers, for Teacher Reference)  
 RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4

**Research question:** What are the challenges people face when learning, and how are they overcome?

**Focus statement:**

**Source:** *My Librarian Is a Camel*, pages 14–15

Overcoming Learning Challenges in <i>Finland</i>	
Who is facing the challenge? <i>people who live on islands in southwest Finland</i>	
<p><b>Geographical Features</b></p> <p><i>Northern Europe; thousands of lakes and islands</i></p> <p><i>Arctic Circle; parts of Finland are covered in snow and ice all year long</i></p>	
<p style="text-align: center;"><b>Challenge</b></p> <p>What challenge(s) are faced?</p> <p><i>access to books</i></p> <p><i>rocky islands that are difficult to get to</i></p>	<p style="text-align: center;"><b>How the Challenge Is Overcome</b></p> <p>How do the people in the text overcome those challenges?</p> <ul style="list-style-type: none"> <li>• <i>Librarians travel on boats that are libraries, carrying hundreds of books.</i></li> <li>• <i>The boats make about 10 stops.</i></li> <li>• <i>The boats run from May to October, since it is hard to travel in the winter.</i></li> </ul>
<p><b>Importance of the Library</b></p> <p><i>“Reading has become very important to our book-boat children,” she says. “If the book boat didn’t come, they might not be reading at all.”</i></p>	

**Close Read Note-catcher: Expert Group *My Librarian Is a Camel***  
 (Answers Continued, for Teacher Reference)  
 RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4

**Research question:** What are the challenges people face when learning, and how are they overcome?

**Focus statement:**

**Source:** *My Librarian Is a Camel*, pages 28–29

<p><b>Overcoming Learning Challenges in Thailand</b></p> <p><b>Who is facing the challenge?</b> <i>tribal people in northern Thailand</i></p>	
<p><b>Geographical Features</b></p> <p><i>Southeast Asia; thousands of lakes and islands</i></p> <p><i>climate changes: dry January and February, hot in March–May, wet June–October, cool November–December</i></p>	
<p align="center"><b>Challenge</b></p> <p>What challenge(s) are faced?</p> <p><i>access to books</i></p> <p><i>remote villages in the jungle that can only be reached by foot</i></p> <p><i>homeless children</i></p>	<p align="center"><b>How the Challenge Is Overcome</b></p> <p>How do the people in the text overcome those challenges?</p> <ul style="list-style-type: none"> <li>• <i>Librarians travel on elephants that carry books.</i></li> <li>• <i>Teams spend two or three days in each village.</i></li> <li>• <i>serve 37 villages, providing education for almost 2,000 people</i></li> <li>• <i>Elephants also carry slates that are used to teach children to read and write.</i></li>   <li>• <i>old train carriages transformed into libraries in Bangkok</i></li> <li>• <i>serve homeless children</i></li> <li>• <i>children were hanging out in these old trains, so police restored the trains to be libraries and classrooms</i></li> </ul>
<p><b>Importance of the Library</b></p> <p><i>Libraries bring books and education to people who didn't have access.</i></p>	

**Close Read Note-catcher: Expert Group *My Librarian Is a Camel***  
 (Answers Continued, for Teacher Reference)  
 RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4

**Research Question:** What are the challenges people face when learning and how are they overcome?






**Focus Statement:**

**Source:** *My Librarian Is a Camel* pages 30-31

<p><b>Overcoming Learning Challenges in Zimbabwe</b></p> <p><b>Who is facing the challenge?</b> <i>children living in small rural communities</i></p>	
<p><b>Geographical Features</b></p> <p><i>southern Africa, surrounded by land</i></p> <p><i>high plateau</i></p>	
<p align="center"><b>Challenge</b></p> <p>What challenge(s) are faced?</p> <p><i>access to books</i></p> <p><i>few paved roads; people travel by foot or donkey cart</i></p>	<p align="center"><b>How the Challenge Is Overcome</b></p> <p>How do the people in the text overcome those challenges?</p> <ul style="list-style-type: none"> <li>• <i>Librarians travel on donkey carts that carry library books.</i></li> <li>• <i>“The donkey cart can reach small communities that are inaccessible to vehicles because of the bad roads.”</i></li> <li>• <i>deliver boxes of books to schools, which are left for a month at a time</i></li> <li>• <i>Children and adults go to the schools to check out the books.</i></li> <li>• <i>One cart has a solar-powered TV and VCR.</i></li> </ul>
<p><b>Importance of the Library</b></p> <p><i>Children enjoy picture books; older readers want books on farming, since it’s a farming community.</i></p> <p><i>Children like African literature best.</i></p>	

Expert Group Guide: *My Librarian Is a Camel*






RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4d

<p>1. Reread the box in the upper right corner of your expert group’s pages.</p>	 <p>What information did the author include in this box? What does this help you to understand about the text?</p> <p>Reread the paragraph(s) in the box. Describe the climate and geographical features of your expert group’s country.</p>
<p>2.  Complete the Geographical Features box of your note-catcher using details from the text.</p>	
<p>3.  Use a dictionary to look up the following words. Add the words and definitions to your vocabulary log.</p> <p>Finland: assistant, include, communities</p> <p>Thailand: includes, transportation, providing</p> <p>Zimbabwe: communities, volunteer, skills, bordered</p>	
<p>4. Reread the following paragraphs:</p> <ul style="list-style-type: none"> <li>• Finland: paragraph 1</li> <li>• Thailand: paragraphs 1 and 2</li> <li>• Zimbabwe: paragraph 1</li> </ul>	 <p>What part of your expert group’s country is the focus of these pages? Describe the climate and/or geographical features of <u>this part of the country</u>.</p> <p>How do the climate and/or geographic features impact the people living in this part of the country?</p> <p>What learning challenge do some people in this part of the country face? Why is this a challenge?</p> <p>Place a sticky note on the sentence that explains why this is a challenge.</p> <p>How do librarians traveling to this part of your expert group’s country overcome this challenge?</p>
<p>5.  Add this information to the Challenge and the How the Challenge Is Overcome boxes on your note-catcher using details from the text.</p>	

Expert Group Guide: *My Librarian Is a Camel*

(continued)

RI.3.1, RI.3.2, RI.3.4, RI.3.7, L.3.4, L.3.4d

<p>6. Reread the following paragraphs:</p> <ul style="list-style-type: none"> <li>• Finland: paragraph 2</li> <li>• Thailand: paragraphs 3–5</li> <li>• Zimbabwe: paragraphs 2–4</li> </ul>	<p>Act out how the librarians bring books to the hard-to-reach places in your expert group’s country. Identify sentences from the text that support your group’s actions.</p> <p>Look at the photographs on your expert group’s pages. Put your finger on a photograph that shows exactly what is described in the text. Find a sentence in the paragraph(s) you just reread that could be used to caption the photograph. Put a sticky note under the sentence.</p>  <p>What do the photographs help you to understand about the text?</p>
<p>7.  Add this information to the How the Challenge Is Overcome box on your note-catcher using details from the text.</p>	
<p>8. Reread the following paragraphs:</p> <ul style="list-style-type: none"> <li>• Finland: paragraph 3</li> <li>• Thailand: paragraph 6</li> <li>• Zimbabwe: paragraph 5</li> </ul>	<p>How do the children in this part of your expert group’s country feel about the library books? Without using sound, show how the children feel with your faces and bodies.</p>  <p>Is the library important to the people in this part of your expert group’s country? What in the text makes you think so?</p>
<p>9.  Add this information to the Importance of the Library box on your note-catcher using details from the text.</p>	
<p>10. Reread the notes you wrote in the Geographical Features box on your note-catcher.</p>	<p>Which feature has the biggest impact on the people living in this part of your expert group’s country? Circle it on your note-catcher.</p>
<p>11. Reread your expert group’s pages.</p>	 <p>Using your note-catcher and details from the text, orally summarize your expert group’s pages for a partner.</p>

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

<b>Overcoming Learning Challenges</b>			
<b>Who? Where?</b>	<b>Source</b>	<b>Challenge(s)</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>Teacher moved away, so no one to teach students in the village</li> </ul>	<b>Biblioburro:</b> <ul style="list-style-type: none"> <li>A librarian brings books to the village on his burros.</li> </ul>
Thomas in Chad	<i>Rain School</i>	No school building	They build a school together: <ul style="list-style-type: none"> <li>The teacher shows them how to build a school, and they do it together before they start learning to read and write.</li> </ul>
Nasreen in Herat, Afghanistan	<i>Nasreen's Secret School</i>	<ul style="list-style-type: none"> <li>Not allowed to go to school (by law)</li> <li>Not allowed to go outside (by law)</li> <li>Upset that mother and father have gone</li> <li>Faces punishment if caught breaking the law</li> <li>Lives somewhere that sounds quite scary, with soldiers everywhere</li> </ul>	Nasreen and her grandmother take a risk by going to a secret school. <ul style="list-style-type: none"> <li>This is dangerous because soldiers might catch them.</li> </ul>
Students in Bulla Iftin, Kenya	pages 18–19 from <i>My Librarian Is a Camel</i>	Challenges accessing books: <ul style="list-style-type: none"> <li>Sand covering roads</li> <li>Cars can't travel because of desert sand</li> </ul>	<ul style="list-style-type: none"> <li>Librarians use camels to carry books and supplies across the desert.</li> </ul>
<b>Children living on islands in southwest Finland</b>	<b>pages 14–15 from <i>My Librarian Is a Camel</i></b>	<b>Challenges accessing books:</b> <ul style="list-style-type: none"> <li><b>Rocky islands are difficult to get to.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Librarians use boats to carry books from island to island.</b></li> </ul>
<b>Tribal children living in northern Thailand</b>	<b>pages 28–29 from <i>My Librarian Is a Camel</i></b>	<b>Challenges accessing books:</b> <ul style="list-style-type: none"> <li><b>Remote parts of the jungle can be reached only on foot.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Librarians use elephants to carry books to different villages.</b></li> </ul>

Overcoming Learning Challenges			
<b>Homeless children living in Bangkok</b>	<b>pages 28–29 from <i>My Librarian Is a Camel</i></b>	<b>Challenges accessing books:</b> <ul style="list-style-type: none"> <li>• <b>Children did not have homes and were hanging out in old train cars.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Police restored the old train cars to be libraries and schools.</b></li> </ul>
<b>Children living in small, rural communities in Zimbabwe</b>	<b>pages 30–31 from <i>My Librarian Is a Camel</i></b>	<b>Challenges accessing books:</b> <ul style="list-style-type: none"> <li>• <b>Few paved roads—people travel on foot or by donkey cart.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Librarians use donkey carts to carry books, TVs, and other electronics to these communities.</b></li> </ul>



For ELLs: Language Dive Guide  
(For Teacher Reference)

**Rationale:** This sentence was chosen for its complexity, its use of a conditional phrase, and its connection to current and future content. Students will apply their understanding of the content of this sentence when writing information paragraphs about overcoming challenges in accessing books.

- Throughout this Language Dive:
  - Encourage rich conversation among students about the meaning of each **sentence strip chunk**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
  - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
  - Record and display student responses next to or underneath the target language for visual reference.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence: **If the book boat didn't come, they might not be reading at all.**
- Invite students to chorally read the sentence aloud with you.
- Invite students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
  - \* "What is the gist of this sentence? What, in the sentence, makes you think so?" (Answers will vary.)
- Say: "This sentence is an 'if ... might sentence. We use it to talk about effects of situations that could happen but don't." Examples: "If I forgot my lunch, I might not eat." "If I lost my jacket, I might be cold."
- Ask:
  - \* "Can you use an 'if ... might' sentence?" (Answers will vary).

- \* Display the following chunk: If the book boat didn't come,
- Ask:
  - \* "What is the book boat?" (the boat that takes books to the children in Finland)
  - \* "Where does the book boat come?" (to an island near the south coast of Finland)
  - \* "Why does the author write *if*? (It is something that could happen but doesn't.)
  - \* "So what is the situation that could happen but doesn't? (The boat didn't come.)

For ELLs: Language Dive Guide  
(For Teacher Reference)

- Display the following chunk: **they might not be reading**
- Ask:
  - \* “Who is *they*?” (the children in that part of Finland)
  - \* “Why wouldn’t the children read?” (There is no other way to get books. They live on an island, so they can’t drive to a library or bookstore. It says so in the text.)
  - \* “There is another word in this sentence that helps us say something could happen. What is it?” (might)
  - \* “What *might* happen if the boat doesn’t come? What makes you think so?” (They won’t read. The chunk says they might not be reading.)
- Say: “Practice using the word *might* with your partner.” (It might rain. I might have pizza for dinner.)

- Display the following chunk: **at all.**
- Tell students you will give them time to think and discuss with their partner. Ask:
  - \* “Can you think of another way to say *at all*?” (in any way; ever)
  - \* “Why does the author write *at all*? How can we use *at all* in our writing? (to emphasize a negative statement)
- If productive, cue students to expand the conversation by giving an example:
  - \* “Can you give an example?” (Responses will vary.)

- Ask:
  - \* “What questions do you have about this sentence?” (Answers will vary.)
  - \* “Now what do you think is the gist of the sentence?” (The kids couldn’t read without the book boat.)
  - \* “Why do you think the author included this quote? It’s not even a real problem!” (to show how important the book boat is; to say that the book boat helps the kids read)
- If productive, cue students to expand the conversation by saying more:
  - \* “Can you say more about that?” (Responses will vary.)
  - \* “How does the book boat help children read?” (It brings them books across the water.)
  - \* “Can you try to use another ‘if ... might’ sentence?” (If I don’t go to school, I might not learn. Answers will vary).
- If productive, cue students to clarify their sentences by confirming what they mean:
  - \* “So, do you mean \_\_\_\_\_?” (Responses will vary.)

For ELLs: Sentence Strip Chunks

**Directions:** Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

**If the book boat  
didn't come,**

**they might not be  
reading**

**at all.**

**Tracking Progress:** Reading, Understanding, and Explaining New Text

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can independently read, understand, and explain the meaning of a new text.

**Standards I’m tracking:** RL/RI.3.1, 3.4, 3.10, L.4.4

**Text type (circle):** Informative Story Poem Play/Readers Theater

**1. How am I doing?**

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your assessment materials, place each sticky note in an area that shows evidence you have met the criterion. This might be next to a selected response question or a short piece of writing. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

<b>Reading, Understanding, and Explaining a New Text</b>					
<b>Standard</b>	<b>Criteria for reading, understanding, and explaining a new text</b>	<b>4 On Target</b>	<b>3 Getting There</b>	<b>2 Working on It</b>	<b>1 Need Support</b>
RL.3.1/ RI.3.1	I can refer to the text to ask and answer questions.				
RL.3.4/ RI.3.4  L.3.4	I can determine the meaning of unknown words and phrases using at least one of the following strategies: <ul style="list-style-type: none"> <li>• Use context.</li> <li>• Use affixes and roots.</li> <li>• Use reference materials.</li> </ul>				
RL.3.10/ RI.3.10	I can read and understand grade 3-level texts independently.				

**Tracking Progress:** Reading, Understanding, and Explaining New Text

.....  
**Name:**

.....  
**Date:**

2. How have I improved since I last worked on this skill?

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Teacher Response:

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3. How can I improve next time?

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Teacher Response:

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**Tracking Progress:** Reading, Understanding, and Explaining New Text

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**Name:**

---

**Date:**

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**Anchor Standards:****R.1**

By the end of Grade 12 I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.4**

By the end of Grade 12 I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**R.10**

By the end of Grade 12 I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.

**L.4**

By the end of Grade 12 I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Kenya Paragraph: Teacher Model  
W.3.2

Kenya is a country in East Africa, with a desert in the northern part of the country. Getting books to children in the desert can be challenging, but Kenyan librarians have found a way to overcome this challenge. In some parts of Kenya, sand covers the roads and makes it hard for cars to get through. Librarians in Kenya use camels instead! The camels can carry heavy loads like the books and a tent used to make a library roof. They don't need much water and can walk easily through the desert sand. The librarian and camels come every two weeks when children can trade their books for new ones. The children treasure the books the librarian and the camels bring to their home in the desert!

**Informational Texts Anchor Chart**  
 (For Teacher Reference)  
 RI.3.5, RI.3.8, W.3.2, W.3.4, W.3.8

**Teacher directions:** Add the following bullets in bold to the bottom of this anchor chart.

**Informational Texts**

- Informational texts inform or teach a reader about a topic.
- Informational texts often have text features that the author uses to help the reader understand and find information in the text.
- Informational texts are based on research the author does before writing and list sources used in research.
- **Informational texts are focused on the same topic throughout the piece.**
- **Informational texts are clearly presented and easy to understand.**
- **Informational texts often have illustrations that support the text.**
- **Informational texts introduce the topic with a focus statement, develop the topic with evidence such as facts and details, and end with a concluding statement or section.**
- **Informational texts group related information together to explain a main idea.**



**Informational Texts Handout**  
RI.3.5, RI.3.8, W.3.2, W.3.4, W.3.8

**Informational Texts**

- Informational texts inform or teach a reader about a topic.
- Informational texts often have text features that the author uses to help the reader understand and find information in the text.
- Informational texts are based on research the author does before writing and list sources used in research.
- Informational texts are focused on the same topic throughout the piece.
- Informational texts are clearly presented and easy to understand.
- Informational texts often have illustrations that support the text.
- Informational texts introduce the topic with a focus statement, develop the topic with evidence such as facts and details, and end with a concluding statement or section.
- Informational texts group related information together to explain a main idea.

## Kenya Paragraph Draft

Getting books to children in the desert can be challenging, but Kenyan librarians have found a way to overcome this challenge. Kenya is a country in East Africa. The north part of the country is very dry and is a desert. This part is called Bulla Iftin. In Bulla Iftin, sand covers the roads making it hard for cars to drive through. This makes it hard to get books to the people living there. Librarians travel on camels that carry books through the desert to the people living there. The people in Bulla Iftin treasure the books that the librarian and the camels bring to them! The camels can walk in the sand in the desert and do not need much water. They can carry heavy loads like books and a tent for the library roof, so they are perfect for the job. The librarian comes every two weeks so the children can trade their books for new ones.

**Steps for Revising My Writing Anchor Chart**  
(For Teacher Reference)

**Teacher directions:** Write the following on chart paper to create this anchor chart.

Steps for Revising My Writing:

1. Choose the correct colored pencil. Today's color is \_\_\_\_\_.
2. Decide where you are going to add a revision note based on feedback or new learning.
3. Write your revision note in the space above the words or phrases you want to change.
4. Read through your entire draft and continue to record your revision notes.
5. Review your revision notes to be sure they make sense.



**Grade 3: Module 1: Unit 2:**  
Homework Resources  
(For Families)

## **Unit 2: Reading and Writing to Inform: Overcoming Learning Challenges—Books**

Common Core State Standards addressed: RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, L.3.4a–d

### **Guiding Questions and Big Ideas:**

- Why are education, books, and reading important?
- *Education, books, and reading are important because they help us learn about and make sense of the world, and escape into the lives of other people and other worlds.*
- How can I overcome learning challenges?
- *I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.*

Please note: The guiding question and big idea are framed in the context that education, books, and reading are important for college and career readiness.

### **What will your student be doing at school?**

In Unit 2, students move from analyzing challenges others face in accessing schools to analyzing challenges faced in accessing books around the world. Students closely read excerpts from *My Librarian Is a Camel*, which describes ways people living in different countries around the world access books. For a mid-unit assessment, students demonstrate their reading skills by reading a new excerpt from this book and determining its main idea.

In the second half of the unit, students switch gears to writing informative texts. Using what they have learned about reading informational texts in the first half of the unit, they plan, write, revise, and edit an informative paragraph describing how people in a particular country have overcome the challenge of access to books. For the End of Unit 2 Assessment, students write a new informative paragraph describing the challenge and how it has been overcome, using evidence from the excerpt from *My Librarian Is a Camel* read for the mid-unit assessment.

Working to become an ethical person is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I show empathy. This means I understand and I share or take into account the feelings, situation, or attitude of others.
- I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- I show respect. This means I appreciate the abilities, qualities, and achievements of others and treat myself, others, and the environment with care.
- I show compassion. This means I notice when others are sad or upset and try to help them.

### **Informational Texts Handout**

- Informational texts inform or teach a reader about a topic.
- Informational texts often have text features that the author uses to help the reader understand and find information in the text.
- Informational texts are based on research the author does before writing and list sources used in research.
- Informational texts are focused on the same topic throughout the piece.
- Informational texts are clearly presented and easy to understand.
- Informational texts often have illustrations that support the text.
- Informational texts introduce the topic with a focus statement, develop the topic with evidence such as facts and details, and end with a concluding statement or section.
- Informational texts group related information together to explain a main idea.

### **How can you support your student at home?**

- Talk to your student about the challenges people face in accessing books around the world and how these challenges are overcome.
- Talk to your student about his or her informative paragraph and the elements of an effective informative text.
- Read informational books, if possible about people who overcome challenges, and talk to your student about the main idea of these texts.

## Unit 2: Homework

In Lessons 1–6 and 11–12, homework focuses on research reading.

In Lessons 7–10, homework focuses on research reading and informational writing in preparation for the end of unit assessment in Lesson 11.

**Research reading:** Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

**Choice reading:** If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

### Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topical vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are words that would be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
1	Students read an excerpt from <i>My Librarian Is a Camel</i> for the gist and to determine the meaning of unfamiliar vocabulary.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students closely reread an excerpt from <i>My Librarian Is a Camel</i> to determine the main idea and gain a deeper understanding of the challenges faced and how they were overcome.	1. Research reading and answering prompt 2. For ELLs: Language Dive Practice I	1. Teacher will check independent reading journals strategically. 2. <b>Lesson 7</b>	
3	Students write an informative paragraph explaining the learning challenges some people face in Kenya as a pre-assessment of informative writing skills.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
4	Students work in expert groups to read an excerpt from <i>My Librarian Is a Camel</i> for the gist and to determine the meaning of unfamiliar vocabulary.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

\* Teacher note: Please complete the Anticipated Date column according to your schedule.



Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
5	Students closely reread their expert group's pages from <i>My Librarian Is a Camel</i> to determine the main idea and gain a deeper understanding of the challenges faced and how they were overcome.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> <li>2. For ELLs: Language Dive Practice II</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> <li>2. <b>Lesson 7</b></li> </ol>	
6	Students read a new excerpt from <i>My Librarian Is a Camel</i> and determine its main idea for the mid-unit assessment.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	
7	Students analyze a model, write a focus statement, and plan their informative paragraph about their expert group's country.	<ol style="list-style-type: none"> <li>1. Respond to an informative writing prompt</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 11</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
8	Students analyze a model and draft their informative paragraph about their expert group's country.	<ol style="list-style-type: none"> <li>1. Respond to an informative writing prompt</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 11</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	

\* Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date *
9	Students engage in peer critique to revise their informative paragraphs for organization.	<ol style="list-style-type: none"> <li>1. Respond to an informative writing prompt</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 11</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
10	Students engage in peer critique to revise their informative paragraphs for purpose and for spelling, punctuation, and capitalization.	<ol style="list-style-type: none"> <li>1. Respond to an informative writing prompt</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 11</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
11	Students write a new informative paragraph for the end of unit assessment.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	
12	Students share what they have learned throughout the unit in a small group discussion.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	

\* Teacher note: Please complete the Anticipated Date column according to your schedule.

**Directions:** Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (\*).

**Record:**

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

**Example:**

**Date:** 04/08/2015

**Book Title and Author:** “My Librarian Is a Camel” by Margriet Ruurs

**Pages Read:** Thailand, pages 28–29

**Prompt:** What is the main idea of the text you read? What are some of the key details and how do they support the main idea?

**Response:** The main idea is that elephants help some students in the Omkoi region of Thailand get books and learn. Some of the key details that support this main idea are that more than 20 elephants are being used to carry books, and in each trip the elephants visit seven or eight villages. The elephants carry metal slates on their backs to teach students to read and write.

**Consider using the following independent reading prompts\*:**

- What challenges are faced? How are they overcome?
- What is the main idea of the text? What are some of the key details and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you to understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about the importance of reading, books, or education?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p><b>Definition in your own words</b></p>	<p><b>Synonyms</b> (words that mean the same)</p>
<p><b>Words with the same affix or root</b></p>	<p><b>Sketch</b></p>

\* Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

**Directions:**

In the classroom, you have been reading and writing informational texts.

Choose a prompt to respond to. For each response, be sure to use the informative writing techniques discussed in class and develop the topic with facts, definitions, and details from the text. Try to choose a different prompt each time.

- Read about a new country in *My Librarian Is a Camel*. Describe the geography of that country.
- Read about a new country in *My Librarian Is a Camel*. Explain the challenge some people face in accessing books in that country.
- Read about a new country in *My Librarian Is a Camel*. Explain how some people have overcome the challenge of accessing books in that country.
- Compare and contrast the geography of your expert group's country to the geography of Kenya.
- Compare and contrast how some people in your expert group's country access books and how some people in Kenya access books.

## Language Dive I

.....  
**Name:**

.....  
**Date:**

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

If the boat didn't come,	at all.	they might not be reading
--------------------------	---------	---------------------------

--	--	--

2. Sketch the meaning of the sentence above.

--

3. **Circle the correct answer:** Who are *they* in the sentence?

camels children books

4. **Circle the correct answer:** In what country does this sentence take place?

Finland Kenya USA

**Language Dive I**

5. **Circle the correct answer:** What does the sentence tell us about the boat?

It is fast. It is important. It will not come.

## Language Dive II

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

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

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

are hungry for books.	But young people	who live in nomadic villages in the area
-----------------------	------------------	--

--	--	--

2. Sketch the meaning of the sentence above.

--

3. **Circle the correct answer:** Who lives in nomadic villages?

camels   young people   books

4. **Circle the correct answer:** In what country does this sentence take place?

Finland   Kenya   USA



**Language Dive II**

5. **Circle the correct answer:** Young people are *hungry for books*. What does that mean?

They really want to read books. They like to eat books. They read about food.



**Grade 3: Module 1: Unit 3:**

**Reading for Gist and Recounting the Story: *More Than Anything Else***

RL.3.1, RL.3.2, RL.3.3

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

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

<b>Overcoming challenges in _____ (text)</b>	
<b>Author _____</b>	
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	
<b>Message/Lesson/Moral: What is one message, lesson, or moral the author wants you to take away from this book?</b>	

**Reading for Gist and Recounting the Story: *More Than Anything Else***

(Example, for Teacher Reference)

RL.3.1, RL.3.2, RL.3.3

**Overcoming Learning Challenges in *More Than Anything Else***
**Author** *Marie Bradby*

 Somebody ...  
(character)

*Booker*

 in ...  
(setting)

*near the Kanawha River and a mountain and the saltworks*

 wanted ...  
(motivation)

*to learn how to read to be able to read to others and teach others to read*

 but ...  
(challenge)

*He doesn't have the chance because he used to be enslaved, so he wasn't allowed to learn to read, and now he has to work, so he can't go to school.*

 so ...  
(solution)

*He asked the newspaper man for help. The newspaper man helped him.*
**Message/Lesson/Moral: What is one message, lesson or moral the author wants you to take away from this book?**
*Student responses may vary, but could include:*

- *Even when you have significant challenges that might try to keep you from your goals, reading is such an important skill that it is worth persevering and asking for help when you need it.*

*More Than Anything Else: Context*

More than 300 years ago, traders captured thousands of people from West Africa and **enslaved** them. The traders forced the enslaved Africans to travel to the United States. Owners could do whatever they wanted with the enslaved people, including selling them. This would separate families. In the United States, most enslaved people worked on farms called plantations. Enslaved people, including children, were forced to work terribly hard for very long hours with no pay. Owners often beat enslaved people to force them to work. Owners often gave enslaved people very little food. They needed a pass to go anywhere. A pass was a note written by owners, giving permission for enslaved people to leave the plantation. Owners did not allow enslaved people to learn to read or write. Enslaved people could be punished just for carrying a book, paper, or a pencil. One reason owners did not let enslaved people write was to prevent them from running away by writing their own passes.

The United States **abolished** slavery at the end of the Civil War in 1865. People who had been enslaved had to continue to work terribly hard for very little money to survive. They were allowed to learn how to read and write; however, many couldn't go to school because they had to work. There were not many people to teach others.

**Glossary:**

Enslaved person: someone who is owned by someone else and has to obey the owner

Abolished: made illegal

Written by EL Education for instructional purposes.

**Sources:**

History.com. Slavery in America. 2009. Web. Accessed on Feb 9, 2016. <<http://www.history.com/topics/black-history/slavery>>

Kamma, Anne. *If You Lived When There Was Slavery in America*. New York: Scholastic, 2004.

**Reading for Gist Guide: *More Than Anything Else***  
(For Teacher Reference)

Strategic Stopping Point	Question(s)	Connections to <i>More Than Anything Else</i> : Context	Reading for Gist and Recounting the Story Note-catcher: <i>More Than Anything Else</i>
“... it isn’t really a meal I want, though I would not turn one down.”	<ul style="list-style-type: none"> <li>• “Where is Booker? Where is the setting?”</li> <li>• “Looking at the context text, why do you think Booker might be hungry?”</li> </ul>	<ul style="list-style-type: none"> <li>• At this stage, students may wonder if Booker is an enslaved person who hasn’t been given much food. Explain that this will be clarified later in the story.</li> </ul>	<p><b>in:</b> near the Kanawha River and a mountain.</p>
“... we pack salt in barrels at the saltworks.”	<ul style="list-style-type: none"> <li>• “What does Booker want to be able to do?”</li> <li>• “Looking at the context text, why do you think Booker is working at the saltworks?”</li> </ul>	<ul style="list-style-type: none"> <li>• Students may continue to wonder if Booker is forced to work hard because he is enslaved, or if he is free and having to work to survive. Again explain that this will be clarified later in the book.</li> </ul>	<p><b>wanted:</b> to learn to read <b>in:</b> Students may wish to add saltworks to their note-catcher.</p>
“... but I hold on tight and let go when I want to.”	<ul style="list-style-type: none"> <li>• “Looking at the context text, why do you think Booker doesn’t have the chance to learn to read? What do you think is stopping him?”</li> </ul>	<ul style="list-style-type: none"> <li>• Students may continue to wonder if Booker is enslaved and is therefore not allowed to learn to read. Remind students that this hasn’t been clarified yet, so they can’t be sure.</li> </ul>	<p><b>but:</b> He doesn’t have the chance.</p>
“They are worn-out as me, but full of tales.”	<ul style="list-style-type: none"> <li>• “What connections can you make between this page and the context text? Is Booker a slave? How do you know?”</li> <li>• “So why do you think Booker doesn’t have the chance to learn to read? From what you know about his life so far, what might be stopping him?”</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students recognize that Booker is no longer enslaved and to make the link to this in the context text, “They were allowed to learn how to read and write, but many couldn’t go to school because they had to work. When enslaved they were not allowed to read or write, so there were not many people to teach others.”</li> </ul>	<p><b>but:</b> He was once enslaved and wasn’t allowed to learn to read; now he has to work all day, so he can’t go to school. There aren’t many people who can read and write to teach him.</p>

**Reading for Gist Guide: *More Than Anything Else***  
(For Teacher Reference)

Strategic Stopping Point	Question(s)	Connections to <i>More Than Anything Else</i> : Context	Reading for Gist and Recounting the Story Note-catcher: <i>More Than Anything Else</i>
“They don’t see what I can be.”	<ul style="list-style-type: none"> <li>• “Why did Booker want to learn to read?”</li> </ul>		<b>wanted:</b> He wants to be able to read to others and to teach others. He wants to be important.
“A song on paper.”	<ul style="list-style-type: none"> <li>• “Looking at the context text, why do you think Booker’s mama can’t read?”</li> </ul>	<ul style="list-style-type: none"> <li>• “There were not many people to teach others.”</li> </ul>	
“I stare at the marks and try to imagine their song.”	<ul style="list-style-type: none"> <li>• “What did Booker do to try to learn to read?”</li> </ul>		<b>so:</b> He sat looking at a book his mother gave him to try to learn.
“I know I can hold it forever.”	<ul style="list-style-type: none"> <li>• “What did Booker do when he realized he couldn’t learn to read alone?”</li> </ul>		<b>so:</b> He asks the newspaper man for help.

**Discussion Norms Anchor Chart**

(Example, for Teacher Reference)

SL.3.1, SL.3.6

- I prepare for the discussion.
- I listen carefully and wait my turn to speak (I do not interrupt).
- I ask questions to better understand what people are saying.
- I stay on topic.
- I link my ideas to those of others.
- I speak in complete sentences.
- I assume positive intent.

Cue	Response
<b>Expand a response</b>	
<ul style="list-style-type: none"> <li>• “Can you say more about that?”</li> <li>• “Can you give an example?”</li> <li>• “I’m interested in what you said about _____. Can you tell me more?”</li> <li>• “Can you give us more details about _____?”</li> <li>• “How did you come to that conclusion? What made you think that?”</li> <li>• “What did you learn/do you hope to learn from _____? Why?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Sure, I think that _____.”</li> <li>• “Okay. One example is _____.”</li> </ul>
<b>Clarify a response</b>	
<ul style="list-style-type: none"> <li>• “So, do you mean _____?”</li> <li>• “I’m not sure I understand _____. Can you clarify?”</li> <li>• “Could you say that again, as I’m not sure I understand?”</li> </ul>	<ul style="list-style-type: none"> <li>• “Yes, you’ve got it.”</li> <li>• “No, sorry, that’s not what I mean. I mean _____.”</li> </ul>
<b>Repeat or paraphrase</b>	
<ul style="list-style-type: none"> <li>• <b>“Let me make sure I understand. You’re saying that _____?”</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“Yes, that’s right.”</b></li> <li>• <b>“No I was trying to say that _____.”</b></li> </ul>



**Excerpt of *More Than Anything Else***

After work, even though my shoulders still ache and my legs are stained with salt, I study my book. I stare at the marks and try to imagine their song.

I draw the marks on the dirt floor and try to figure out what sounds they make, what story their picture tells.

But sometimes I feel like I am trying to jump without legs. And my thoughts get slippery, and I can't keep up with what I want to be, and how good I will feel when I learn this magic, and how people will look up to me.

I can't catch the tune of what I see. I get a salt-shoveling pain and feel my dreams are slipping away.

I have got to find him—that newspaper man.

Source:

Bradby, Marie. *More Than Anything Else*. New York: Orchard Books, 1995.

**Close Read Note-catcher: *More Than Anything Else*, Pages 20–21**  
RL.3.1, RL.3.3

.....  
**Name:**

.....  
**Date:**

**Lesson/Message/Moral:**

<b>Detail from the text</b>	<b>How does it help communicate the lesson/message/moral?</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	

Close Read Note-catcher: *More Than Anything Else*, Pages 20–21  
(Example, for Teacher Reference)

RL.3.1, RL.3.3

**Lesson/Message/Moral:**

*Student responses may vary, but could include:*

- *Even when you have significant challenges that might try to keep you from your goals, reading is such an important skill that it is worth persevering and asking for help when you need it.*

Detail from the text	How does it help communicate the lesson/message/moral?
1. <i>Booker is working hard to try to read even though he has aching shoulders and legs stained with salt from working all day.</i>	<i>It describes how Booker worked hard to try to read because it was important to him despite how he felt after having to work all day.</i>
2. <i>Booker describes how good he will feel when he learns how to read.</i>	<i>This conveys how important it is that Booker to learn to read because he describes it as magic, and how good it will feel when he can read.</i>
3. <i>Booker describes his salt-shoveling pain.</i>	<i>Booker has significant challenges that could prevent him from achieving his goal, but he is still trying.</i>
4. <i>Booker describes that he needs to find the newspaper man.</i>	<i>Booker asks for help when he needs it.</i>

Close Reading Guide: *More Than Anything Else*, Pages 20–21  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

**Time:** 30 minutes

Directions and Questions	Teaching Notes
<p><i>After work, even though my shoulders still ache and my legs are stained with salt, I study my book. I stare at the marks and try to imagine their song.</i></p> <p>1. How is this connected with your lesson or message? How do the details help to communicate that message? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Pair up students. Throughout this close read, students will work in pairs to discuss answers to the questions you ask. Use different strategies to have them respond, such as cold calling, selecting volunteers, or responding chorally as a group.</li> <li>• Focus students on the two columns on their note-catcher. They should be familiar with these columns now.</li> <li>• Focus students on the header “Reading” and explain that while this is the big challenge, as they identified in the previous lesson, there are lots of smaller challenges within that.</li> <li>• Read the two sentences.</li> <li>• Ask:                         <ul style="list-style-type: none"> <li>* “What challenges is he describing here?” (how his shoulders ache and his legs are stained with salt after work)</li> <li>* “Why is Booker working?” (He was a slave, but then after the Civil War when slavery was abolished, families, including children, had to continue to work to survive.)</li> <li>* “What are the marks he is describing?” (the letters)</li> <li>* “Why does he refer to it as ‘their song’?” (Students may not remember. If they don’t, refer to the earlier page where his mom tells him she thinks it is “a sing-y kind of thing. A song on paper.”)</li> <li>* “What words in the text help the reader understand how new and difficult reading is for Booker?” (He calls the letters “marks.”)</li> <li>* “What words in the text show the reader that Booker really wants to learn to read?” (He tries to “imagine the song” of the letters.)</li> </ul> </li> <li>• Ask question 1. Be sure to provide ample thinking time, and time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses to ensure they are appropriate.</li> </ul>

Close Reading Guide: *More Than Anything Else*, Pages 20–21  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

Directions and Questions	Teaching Notes
<p><i>I draw the marks on the dirt floor and try to figure out what sounds they make, what story their picture tells. But sometimes I feel I am trying to jump without legs.</i></p>	<ul style="list-style-type: none"> <li>• Read aloud the next two sentences, “I draw the marks ...”</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “What kind of language is this? How do we know?” (figurative because we know he has his legs)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Throughout this Language Dive, give students an opportunity to discuss answers to questions with an elbow partner. Then, using a total participation technique, invite responses from the group.</li> <li>• When students use translation to discuss vocabulary, invite them to use online or paper translation dictionaries. Call on student volunteers to share their translations. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer-correction of the pronunciation of the translations and the English.</li> <li>• Record and display student responses next to or underneath the target language for visual reference. Invite students to add new vocabulary to their vocabulary logs.</li> </ul>

Close Reading Guide: *More Than Anything Else*, Pages 20–21  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

Directions and Questions	Teaching Notes
<p><b>LANGUAGE DIVE</b></p> <ol style="list-style-type: none"> <li>1. “What is the gist of this sentence? What is it mostly about? What, in the sentence, makes you think so?” (RI.3.1)</li> <li>2. Put the chunks of the sentence in the correct sequence.</li> <li>3. What is the figurative language in this sentence? Remember that figurative language uses words and phrases that mean something different from the literal definition.</li> </ol>	<ul style="list-style-type: none"> <li>• Invite students to put their finger by the sentence “But sometimes I feel like I am trying to jump without legs.” and to chorally read it aloud with you.</li> <li>• Ask students to turn to an elbow partner and take turns reading the sentence aloud.</li> <li>• Ask Q#1. (Answers will vary.)</li> <li>• Scramble the sentence strip chunks so that the sentence doesn’t make sense and display so all students can see.</li> <li>• Ask Q#2 and invite students to work with their partners. Cold call students to come to the front to put the chunks in the correct order for the whole class to see. (But sometimes I feel like I am trying to jump without legs.)</li> <li>• Ask Q#3. (Answers will vary).</li> </ul>
<p><b>LANGUAGE DIVE (continued)</b></p> <ol style="list-style-type: none"> <li>4. What is the meaning of <i>sometimes</i>?</li> <li>5. Notice there are two words in <i>sometimes</i>? What are they?</li> </ol>	<ul style="list-style-type: none"> <li>• Place the following chunk on the board: <b>But sometimes</b></li> <li>• Ask Q#4. (Not every time. Certain times but not others.)</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* “What are some different ways of saying <i>sometimes</i> in our home languages?”</li> </ul>             Invite students to use dictionaries if needed. Invite all students to repeat the translation in a different home language. (<i>aveces</i> in Spanish; response)           </li> <li>• Ask Q#5. (<i>some</i> and <i>times</i>) Invite students to volunteer to underline <i>some</i> and to draw a box around <i>times</i> on the sentences strips.</li> </ul>

Close Reading Guide: *More Than Anything Else*, Pages 20–21  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

Directions and Questions	Teaching Notes
<p><b>LANGUAGE DIVE (continued)</b></p> <p>6. Who is <i>I</i>? Who is the narrator in this sentence?</p>	<ul style="list-style-type: none"> <li>• Place the following chunk on the board: <b>I feel like</b></li> <li>• Ask Q#6. (Booker)</li> <li>• Say:                             <ul style="list-style-type: none"> <li>* “<i>Feel like</i> are words that we hear a lot together. When we see <i>feel like</i>, usually an author is about to say how he or she feels by making a comparison.”</li> </ul> </li> <li>• Model comparing feelings by drawing a picture. Draw a picture of a rain cloud. Say:                             <ul style="list-style-type: none"> <li>* “I feel a little sad, so I <i>feel like</i> a rain cloud.”</li> </ul> </li> <li>• Invite students to draw a picture about what they <i>feel like</i> on their note-catchers.</li> <li>• Invite students to share the picture with their partners using the prompt, “<i>I feel like</i> _____.”</li> </ul>
<p><b>LANGUAGE DIVE (continued)</b></p> <p>7. What does Booker feel like he is doing?</p>	<ul style="list-style-type: none"> <li>• Place the following chunk on the board: <b>I am trying to jump</b></li> <li>• Ask Q#7. (trying to jump)</li> <li>• Invite students who are able to stand up. Say:                             <ul style="list-style-type: none"> <li>* “Let’s all try to jump and see how that feels.” Invite students to jump at the same time, making sure to leave a safe distance between each student.</li> </ul> </li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “How did that feel?” (Responses will vary.)</li> <li>* “Was that easy or difficult?” (Responses will vary.)</li> <li>* “Can you repeat the last person’s idea? Do you agree or disagree?” (Responses will vary.)</li> <li>* “What part of your body did you use to jump?” (legs, knees, feet)</li> </ul> </li> </ul>
<p>8. I see two words in <i>without</i>. What are they?</p> <p>9. What did it feel like Booker was trying to do <i>without legs</i>?</p> <p>10. Think about how it felt to jump. How do you think it would feel to jump without using your legs?</p>	<ul style="list-style-type: none"> <li>• Place the following chunk on the board: <b>without legs.</b></li> <li>• Ask Q#8. (<i>with</i> and <i>out</i>)</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “What does it mean to be <i>without</i> something” (It’s not there. You don’t have it.)</li> <li>* “Who can repeat what the last person said? Do you agree or disagree?” (Responses will vary.)</li> </ul> </li> <li>• Ask Q#9. (jump)</li> <li>• Ask Q#10. (very hard; like trying to do something impossible)</li> </ul>

Close Reading Guide: *More Than Anything Else*, Pages 20–21  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

Directions and Questions	Teaching Notes
<p><b>LANGUAGE DIVE (continued)</b></p> <p>11. Why did the author use figurative language to explain how it felt for Booker to learn to read?</p> <p>12. Does it ever feel difficult and challenging when you try to learn something new? What are some things that make you feel this way?</p> <p>13. How does this sentence help you understand reading challenges? (RI.3.1, RI.3.8)</p> <p>14. What questions do you have about the sentence? (RI.3.1)</p> <p>15. Now what do you think the sentence means? (RI.3.1)</p> <p>16. What else could we say that would mean the same thing? Use the frame, “But sometimes I felt like I was trying to _____ without _____.”</p> <p><b>END OF LANGUAGE DIVE</b></p>	<ul style="list-style-type: none"> <li>• Ask questions Q#11–15. Invite students first to discuss the questions in their home language if they desire additional support. (Responses will vary.)</li> <li>• If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:                         <ul style="list-style-type: none"> <li>* “Who can repeat what your classmate said?” (Responses will vary.)</li> </ul> </li> <li>• Once students have shared out their discussions of Q#11–15, invite students in pairs to discuss whether other students agree or disagree, or whether they would like to add to or explain another student’s idea.</li> <li>• Ask Q#16. Model one or two possible responses. Give students 1 minute of think time to complete the sentence frame. They may write in their note-catchers. Then provide time for students to share their ideas with their partners. (But sometimes I felt like I was trying to swim without arms ... read without eyes ... chew without teeth.)</li> </ul>



**Close Reading Guide: *More Than Anything Else*, Pages 20–21**  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

<b>Directions and Questions</b>	<b>Teaching Notes</b>
<p><i>And my thoughts get slippery, and I can't keep up with what I want to be, and how good I will feel when I learn this magic,</i></p> <p>2. How is this connected with your lesson or message? How do the details help to communicate that message? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Read aloud the next part of the sentence “And my thoughts get slippery,”</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “What kind of language is this? How do we know?” (figurative because we know that thoughts don’t really get slippery)</li> <li>* “When something is slippery, what happens? Imagine your shoe on slippery ice.” (It is difficult to grip it, and it slides.)</li> <li>* “So what do you think having slippery thoughts means?” (It’s hard for him to focus.)</li> </ul> </li> <li>• Invite students to record anything specific to the challenge of reading in the “challenges” column. For example, he finds it difficult to concentrate/focus.</li> <li>• Read aloud the next part of the sentence from “... and I can’t keep up” to “learn this magic,”</li> <li>• Focus students on the phrase “when I learn this magic,”</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “What kind of language is this? How do we know?” (figurative because we know that he isn’t learning magic, he is learning to read)</li> <li>* “Why do you think he uses the word magic here?” (because to him, learning to read seems impossible, like magic)</li> </ul> </li> <li>• Ask question 2. Be sure to provide ample thinking time and time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses to ensure they are appropriate.</li> </ul>
<p><i>and how people will look up to me.</i></p>	<ul style="list-style-type: none"> <li>• Read aloud the final part of the sentence, “... and how people will look up to me.”</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “What kind of language is this? How do we know?” (figurative because we know that he doesn’t literally want people to look up to him)</li> </ul> </li> <li>• Demonstrate physically looking up, and explain that this is not what he means. Tell students that they might look up to an older brother or sister, or an older friend and want to be like them. Or a teacher, a family member, or someone famous.</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “How else could we say this?” (and how people will respect me)</li> </ul> </li> </ul>

Close Reading Guide: *More Than Anything Else*, Pages 20–21  
 (For Teacher Reference)  
 RL.3.1, RL.3.3

Directions and Questions	Teaching Notes
<p><i>I can't catch the tune of what I see. I get a salt-shoveling pain and feel my dreams are slipping away.</i></p> <p>3. How is this connected with your lesson or message? How do the details help to communicate that message? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Read aloud the next two sentences beginning with, “I can’t catch the tune ...”</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “What does Booker mean when he says, ‘I can’t catch the tune of what I see?’” (He can’t make meaning of the letters in front of him.)</li> <li>* “Where else does Booker compare reading to a song?” (“I stare at the marks and try to imagine their song.”)</li> <li>* “What does he mean when he says he feels like his dreams are slipping away?” (that because he can’t understand the sounds, he won’t achieve his goal)</li> </ul> </li> <li>• Ask question 3. Be sure to provide ample thinking time and time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses to ensure they are appropriate.</li> </ul>
<p><i>I have got to find him—that newspaper man.</i></p> <p>4. How is this connected with your lesson or message? How do the details help to communicate that message? (RL.3.1, RL.3.2, RL.3.3)</p>	<ul style="list-style-type: none"> <li>• Read aloud the final sentence beginning with, “I have got to find him—”</li> <li>• Remind students that he saw the newspaper man reading aloud the newspaper to a group of people.</li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “Why has he got to find the newspaper man?” (Students will need to infer this from what they have just read: because he can read and so he might be able to help him.)</li> <li>* “Who does Booker think will give him ‘the legs’ he needs to read?” (the newspaper man)</li> </ul> </li> <li>• Ask:                             <ul style="list-style-type: none"> <li>* “Booker struggles to learn how to read, but even when it gets tough, does he ever give up?” (no; he perseveres)</li> </ul> </li> <li>• Ask question 4. Be sure to provide ample thinking time and time for each student to discuss. Listen carefully to student suggestions before inviting students to record their responses to ensure they are appropriate.</li> </ul>

Language Dive Note-catcher: *More Than Anything Else*

What do you *feel like*? Draw a picture to compare your feelings using figurative language.

Complete the sentence:

But sometimes I feel like I am trying to \_\_\_\_\_ without \_\_\_\_\_.

But sometimes I feel like I am trying to \_\_\_\_\_ without \_\_\_\_\_.

But sometimes I feel like I am trying to \_\_\_\_\_ without \_\_\_\_\_.

## Sentence Strip Chunks

**Directions:** Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

**But sometimes**

**I feel like**

**I am trying to jump**

**without legs.**

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

<b>Overcoming Learning Challenges</b>			
<b>Who? Where?</b>	<b>Source</b>	<b>Challenge(s)</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Ana in Colombia in a house on a hill	<i>Waiting for the Biblioburro</i>	Access to education and books: <ul style="list-style-type: none"> <li>• Teacher moved away so no-one to teach students in the village</li> </ul>	Biblioburro: <ul style="list-style-type: none"> <li>• A librarian brings books to the village on his burros</li> </ul>
Thomas in Chad	<i>Rain School</i>	No school building	They build a school together: <ul style="list-style-type: none"> <li>• The teacher shows them how to build a school and they do it together before they start learning to read and write</li> </ul>
Nasreen in Herat, Afghanistan	<i>Nasreen's Secret School</i>	<ul style="list-style-type: none"> <li>• Not allowed to go to school (by law)</li> <li>• Not allowed to go outside (by law)</li> <li>• Upset that mother and father have gone</li> <li>• Face punishment if caught breaking the law</li> <li>• Lives somewhere that sounds quite scary with soldiers everywhere</li> </ul>	Nasreen and her grandmother take a risk by going to a secret school <ul style="list-style-type: none"> <li>• This is dangerous because soldiers might catch them.</li> </ul>
Students in Bulla Iftin, Kenya	pages 18–19 from <i>My Librarian is a Camel</i>	Challenges accessing books: <ul style="list-style-type: none"> <li>• Sand covering roads</li> <li>• Cars can't travel because of the desert sand</li> </ul>	<ul style="list-style-type: none"> <li>• Librarians use camels to carry books and supplies across the desert</li> </ul>
Children living on islands in southwest Finland	pages 14–15 from <i>My Librarian is a Camel</i>	Challenges accessing books: <ul style="list-style-type: none"> <li>• Rocky islands are difficult to get to</li> </ul>	<ul style="list-style-type: none"> <li>• Librarians use boats to carry books from island to island</li> </ul>

**Overcoming Learning Challenges**

<p>Tribal children living in northern Thailand</p>	<p>pages 28–29 from <i>My Librarian is a Camel</i></p>	<p>Challenges accessing books:</p> <ul style="list-style-type: none"> <li>• Remote parts of the jungle can only be reached on foot</li> </ul>	<ul style="list-style-type: none"> <li>• Librarians use elephants to carry books to different villages</li> </ul>
<p>Homeless children living in Bangkok</p>	<p>pages 28–29 from <i>My Librarian is a Camel</i></p>	<p>Challenges accessing books:</p> <ul style="list-style-type: none"> <li>• Children did not have homes and were hanging out in old train cars</li> </ul>	<ul style="list-style-type: none"> <li>• Police restored the old train cars to be libraries and schools</li> </ul>
<p>Children living in small rural communities in Zimbabwe</p>	<p>pages 30–31 from <i>My Librarian is a Camel</i></p>	<p>Challenges accessing books:</p> <ul style="list-style-type: none"> <li>• Few paved roads—people travel on foot or by donkey cart</li> </ul>	<ul style="list-style-type: none"> <li>• Librarians use donkey carts to carry books, TVs and other electronics to these communities</li> </ul>
<p><b>Booker T. Washington near the Kanawha River and a mountain</b></p>	<p><i>More Than Anything Else</i></p>	<p><b>Challenges learning to read:</b></p> <ul style="list-style-type: none"> <li>• <b>has aching shoulders and salt stains on his legs from working all day</b></li> <li>• <b>doesn't have background knowledge of sounds</b></li> <li>• <b>finds it hard to concentrate</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>He perseveres (stares at the letters and draws them on the ground).</b></li> <li>• <b>He asks an expert, the newspaper man, for help.</b></li> </ul>

**Working to Become Effective Learners**  
(Example, for Teacher Reference)

**Develop the mindsets and skills for success in college, career, and life**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
<b>I persevere</b>	<b>This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.</b>	<ul style="list-style-type: none"> <li>• <b>Keep trying</b></li> <li>• <b>Asking someone for help</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“I am finding this challenging. I have tried xyz, but I need help moving forward.”</b></li> </ul>
I collaborate	This means I can work well with others to accomplish a task or goal	<ul style="list-style-type: none"> <li>• One person talking at a time and the others listening</li> </ul>	<ul style="list-style-type: none"> <li>• “What do you think?”</li> <li>• “I’m not sure I understand; can you say that again?”</li> <li>• “I’d like to build on that idea ...”</li> <li>• “That sounds like a great idea, and perhaps we could also ...”</li> </ul>

Informative Paragraph: Teacher Model  
W.3.2

“Nasreen’s Secret School” by Jeanette Winter is a story about a girl named Nasreen who lives in Herat, Afghanistan, with her grandmother during a time when girls were not allowed to go to school or go outside alone. It teaches us that some people will take dangerous risks to go to school because learning is very important to them. The text conveys this by describing how Nasreen’s grandmother takes her to a school that is secret because girls aren’t allowed to go to school. It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and explains they were lucky that no soldiers saw them. All of these details emphasize the danger that Nasreen and her grandmother put themselves in for her to go to school and convey how important school and education were to them both to take such big risks.



**Informative Paragraph: Teacher Model**

(Example, for Teacher Reference)

W.3.2

“Nasreen’s Secret School” by Jeanette Winter is a story about a girl named Nasreen who lives in Herat, Afghanistan, with her grandmother during a time when girls were not allowed to go to school or go outside alone. *It teaches us that some people will take dangerous risks to go to school because learning is very important to them.* The text conveys this by describing how Nasreen’s grandmother takes her to a school that is secret because girls aren’t allowed to go to school. It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and explains they were lucky that no soldiers saw them. All of these details emphasize the danger that Nasreen and her grandmother put themselves in for her to go to school and convey how important school and education were to them both to take such big risks.

**Key:**

	<b>Criterion from anchor chart</b>	<b>Where students will find this information in their own work</b>
<u>Red</u>	Introduce the book and the author.	“Title” and “Author” on Recounting the Story note-catcher from Lesson 1
<i>Green</i>	Contain a topic sentence about the lesson in the story.	Close Reading note-catcher
<u>Yellow</u>	Describe one detail from the text and how it conveys the lesson.	Close Reading note-catcher
<b>Blue</b>	Describe another detail from the text and how it conveys the lesson.	Close Reading note-catcher
<u>Green (a different shade)</u>	Provide a concluding sentence that restates the topic.	Close Reading note-catcher

### Idea Shop Anchor Charts (Example, for Teacher Reference)

**Directions:** Use what you know of reading challenges students are facing to determine the challenges to write on the Idea Shop anchor charts. Record each challenge on a new piece of chart paper:

- Reading new words that I haven't seen before.
- Figuring out the meaning of unknown words.
- Reading accurately when reading aloud.
- Reading punctuation so that it makes sense.
- Reading text with the appropriate expression to convey meaning.
- Reading text at the right volume and speed to convey meaning.

**Challenges and Strategies Note-catcher**

W.3.5

.....  
**Name:**

.....  
**Date:**

<b>Reading Challenges</b>	<b>Strategies</b>
<b>1.</b>	
<b>2.</b>	

**Working to Become Effective Learners**  
(Example, for Teacher Reference)

**Develop the mindsets and skills for success in college, career, and life**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Asking someone for help</li> </ul>	<ul style="list-style-type: none"> <li>• “I am finding this challenging. I have tried xyz, but I need help moving forward.”</li> </ul>
<b>I collaborate</b>	<b>This means I can work well with others to accomplish a task or goal.</b>	<ul style="list-style-type: none"> <li>• <b>One person talking at a time and the others listening</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“What do you think?”</b></li> <li>• <b>“I’m not sure I understand; can you say that again?”</b></li> <li>• <b>“I’d like to build on that idea ...”</b></li> <li>• <b>“That sounds like a great idea, and perhaps we could also ...”</b></li> </ul>

**Fluent Readers Do These Things Anchor Chart**  
 (Example, for Teacher Reference)  
 RF.3.4

**Directions:** Students will help you generate the criteria for this anchor chart, but ensure the following criteria are represented:

- Read smoothly.
- Correct yourself when you make mistakes.
- Read at an appropriate volume for everyone to hear you.
- Read at an appropriate pace for everyone to understand the words you are saying.
- Pause at commas and fully stop at periods.
- Read questions like questions and exclamations with excitement.
- Change voice and volume depending on meaning.
- Change the tone to match the message (sad, serious, funny, joyful, surprised).
- Read dialogue between quotation marks with expression to convey meaning.
- Change your facial and body language to convey meaning.

## Writing Contract: Teacher Model

W.3.2

Writing is an important skill because we use it to communicate with others. For example, we write letters, texts, and emails to talk about and share news with people all over the world, and we write to communicate research and learning. Writing can be challenging because there are so many spelling, punctuation, and grammar rules to remember. In this writing contract, I have identified two of my most significant writing challenges and some strategies I will use to overcome those challenges. This year, I am going to focus on making sure my sentences make sense and punctuating dialogue.

The most significant challenge I have when writing is that sometimes my sentences don't make sense. This can make it difficult for the reader to understand what I am trying to explain. Something I will do to work on this challenge is to say my sentences aloud before and after writing them, so that I can hear what they sound like. When appropriate, I will also ask a peer to read my sentences aloud for me, as sometimes it can be easier to hear mistakes when they are read by someone else. Reading and hearing my sentences read aloud will help me figure out whether or not they make sense.

Another significant challenge I have is punctuating dialogue. I can never remember whether other punctuation—for example, question and exclamation marks—goes inside or outside of the quotation marks. To work on this, I will refer to models in published texts when writing, so that I can follow the example. I will also ask peers to specifically focus on checking how I have punctuated dialogue when reading for peer critiques. These strategies will help me punctuate dialogue correctly.

Writing can be challenging, but it is an important skill for communication. I am going to become a better writer by working to make sure my sentences make sense and my punctuation is correct. This will help me both in school and when I have to write emails and notes for my family at home. I will work hard at writing because I have many things I want to communicate with others!

Writing Contract: Annotated Teacher Model

(For Teacher Reference)

W.3.2

Writing is an important skill because we use it to communicate with others. For example, we write letters, texts, and emails to talk and share news with people all over the world, and we write to communicate research and learning. Writing can be challenging because there are so many spelling, punctuation, and grammar rules to remember. In this writing contract, I have identified two of my most significant writing challenges and some strategies I will use to overcome those challenges. This year, I am going to focus on making sure my sentences make sense and punctuating dialogue.

Paragraph 1 Gist:  
Background information about why writing is important and explains what the piece of writing will be about

The most significant challenge I have when writing is that sometimes my sentences don't make sense. This can make it difficult for the reader to understand what I am trying to explain. Something I will do to work on this challenge is to say my sentences aloud before and after writing them, so that I can hear what they sound like. When appropriate, I will also ask a peer to read my sentences aloud for me, as sometimes it can be easier to hear mistakes when they are read by someone else. Reading and hearing my sentences read aloud will help me figure out whether or not they make sense.

Paragraph 2 Gist:  
Description of first challenge and strategies to overcome it

Another significant challenge I have is punctuating dialogue. I can never remember whether other punctuation—for example, question and exclamation marks—goes inside or outside of the quotation marks. To work on this, I will refer to models in published texts when writing, so that I can follow the example. I will also ask peers to specifically focus on checking how I have punctuated dialogue when reading for peer critiques. These strategies will help me punctuate dialogue correctly.

Paragraph 3 Gist:  
Description of second challenge and strategies to overcome it

*Writing can be challenging, but it is an important skill for communication. I am going to become a better writer by working to make sure my sentences make sense and my punctuation is correct. This will help me both in school and when I have to write emails and notes for my family at home. I will work hard at writing because I have many things I want to communicate with others!*

Paragraph 4 Gist: Restates the challenges and explains why the author wants to be able to overcome the challenges

**Key:**

Red

Green

Yellow

Blue

Painted Essay® Template  
W.3.2

The Painted Essay ®  
A tool for teaching basic essay form

Introduction

*Catches the readers' attention  
Gives some background information*

FOCUS STATEMENT

Point 1

Point 2

Proof Paragraph 1

*Gives evidence and reasons to support point 1*

Proof Paragraph 2

*Gives evidence and reasons to support point 2*

Conclusion

*What?  
So What?*

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Painting an Essay Lesson Plan  
(For Teacher Reference)  
W.3.2

**Introduction (red):**

1. Point to the first paragraph of the Writing Contract: Teacher Model and remind students of the gist statement for this paragraph.
2. Read the sentences marked “red” on the Writing Contract: Annotated Teacher Model (for teacher reference). Using a total participation technique, invite responses from the group:
  - \* “What is the purpose of the first few sentences of this paragraph?” (They provide background information and grab the readers’ attention so that they want to read more. For example, in the model, the introduction describes why writing is important.)
3. Explain to students that you are going to color the first part of this paragraph in red because it is an eye-catching color, like the information catching the readers’ attention. Refer to the Writing Contract: Annotated Teacher Model (for teacher reference).
4. Focus students on the first box at the top of their Painted Essay template that says “Introduction.” Invite students to paint this red, just as you did on the Writing Contract: Teacher Model. Emphasize that they are to stay in the lines and not to paint into the Focus Statement box.
5. When most have finished, instruct students to put their brushes down.

**Focus Statement (green):**

6. Repeat steps 1–5 with the next part of the Writing Contract: Teacher Model, the focus statement, marked “green” on the Writing Contract: Annotated Teacher Model (for teacher reference). Students will paint in green. **Ensure students understand that the focus statement provides the main idea that you want the reader to take away.** For example, in the model, the focus statement explains that the author has identified two significant writing challenges and strategies to overcome those challenges.

**Points 1 and 2 (yellow and blue):**

7. Repeat steps 1–5 with the next part of the Writing Contract: Teacher Model, points 1 and 2, marked “yellow” and “blue” on the Writing Contract: Annotated Teacher Model (for teacher reference). Students will paint in yellow and blue. **Ensure students understand that the two points tell the reader the two big things that will be explained in the writing in support of the focus statement.** For example, in the model, the two points are the two significant challenges the author has identified to work on.
8. Briefly check all student work before moving on to the next step.

## Painting an Essay Lesson Plan (For Teacher Reference)

**Proof Paragraph 1 (yellow):**

9. Repeat steps 1–5 with the next part of the Writing Contract: Teacher Model, Proof Paragraph 1, marked “yellow” on the Writing Contract: Annotated Teacher Model (for teacher reference). Students will paint in yellow. **Ensure students understand that the purpose of this paragraph is to give evidence and reasons to prove point 1.** For example, in the model, this paragraph provides more detail about the challenge described in point 1 and presents strategies to overcome the challenge.
10. Briefly check all student work before moving on to the next step.

**Proof Paragraph 2 (blue):**

11. Repeat steps 1–5 with the next part of the Writing Contract: Teacher Model, Proof Paragraph 2, marked “blue” on the Writing Contract: Annotated Teacher Model (for teacher reference). Students will paint in blue. **Ensure students understand that the purpose of this paragraph is to give evidence and reasons to prove point 2.** For example, in the model, this paragraph provides more detail about the challenge described in point 2, and presents strategies to overcome the challenge.
12. Briefly check all student work before moving on to the next step.

**Conclusion (green, yellow and blue):**

13. Point to the final paragraph of the Writing Contract: Teacher Model and remind students of the gist statement for this paragraph.
14. Read the final paragraph, sentences marked “green,” “yellow,” and “blue,” on the Writing Contract: Annotated Teacher Model (for teacher reference). Using a total participation technique, invite responses from the group:
  - \* “What is the purpose of this final paragraph?” (The purpose is to wrap up the piece by restating the focus and adding some of your own thinking about why it is important. For example, in the model, this paragraph restates how the author intends to get better at writing, and why he/she would like to do this.)
15. Explain that you are going to color the first part of this paragraph in green, yellow, and blue because it is a mix of the focus statement, point 1, and point 2. Refer to the Writing Contract: Annotated Teacher Model (for teacher reference).
16. Invite students to mix their yellow and blue paints to make a shade of green. Explain that while the shade of green might be different from the focus statement, this shows that when they run the ideas in the yellow paragraph and the ideas in the blue paragraph through their own mind, they come together to make something new—their own thinking on the topic!
17. Invite students to use the green they made to paint the final box on their template.
18. Review the structure of the model using the colors.

For ELLs: Language Dive I Guide  
(For Teacher Reference)

**Rationale:** This sentence was chosen for its complexity and its connection to essay structure. Students will apply their understanding of the content and structure of this sentence when writing their reading contracts in upcoming lessons.

- Throughout this Language Dive:
  - Encourage rich conversation among students about the meaning of each **sentence strip chunk**, what the academic phrases within each chunk mean, and how they relate to the sentence and the text overall. Monitor and guide conversation with total participation techniques and Conversation Cues.
  - Consider suggestions in Language Dive Part I to use colored markers to focus students’ attention on phrases that will help them express common language functions. For example, focus attention on prior instruction of subject-predicate structure. In addition, focus attention on how to use *because* to give causes or reasons. The purpose in Language Dive I is only to bring attention to these features, as they are explicitly investigated in Language Dive: Part II in Lesson 9. If students point out these features in Language Dive: Part I, congratulate them and invite them to discuss, if time allows.
  - After asking questions, provide students up to 1 minute of think time to reflect, depending on the complexity of the question. Alternatively, invite triads to discuss, providing an allocated time for each student. When students are ready, use a total participation technique, such as equity sticks, to invite them to share responses with the whole group.
  - Record and display student responses next to or underneath the target language for visual reference.
  - For translation work, invite students to use their **online or paper translation dictionary** if necessary. Invite students to add new vocabulary to their **vocabulary log**.

- Invite students to put their finger by the sentence: **This year I am going to focus on making sure my sentences make sense and punctuating dialogue.**
- Invite students to chorally read it aloud with you.
- Ask students to turn to an elbow partner and take turns reading the sentence aloud.
- Ask:
  - \* “What is the gist of this sentence? What, in the sentence, makes you think so?” (Responses will vary.)
  - \* “There are two writing challenges the author wants to work on. What are they?” (Responses will vary, but may include: Making sure sentences make sense and punctuating dialogue.)

- Display the following chunk: **This year,**
- Ask:
  - \* “What year is *this year*?” (current year or school year)
  - \* “What is the purpose of this part of the sentence? What is the author telling us?” (She is telling us when she will work on her writing challenges.)
- Draw a clock and write the word *when* in the margins of the Writing Contract: Teacher Model.

For ELLs: Language Dive I Guide  
(For Teacher Reference)

- Display the following chunk: **I am going to focus on**

- Ask:

- \* “What does it mean to *focus on* something? (concentrate on it; make a special effort toward a goal)
- \* “What are some things we have *focused on* this year in class? Use the sentence frame ‘We have focused on ...’ (We have focused on reading and writing.)

- Display the following chunk: **making sure my sentences make sense**

- Ask:

- \* “*Make* and *sure* are words we hear together a lot. What does that mean?” (to be very certain; to double-check)
- \* “Let’s look at the first challenge the author wants to focus on. What does it mean when a sentence *makes sense*?” (You can tell the meaning and it is not confusing.)
- \* “Can anyone give me a silly example of a sentence that does *not* make sense?” (Responses will vary).

- Display the following chunk: **and punctuating dialogue.**

- Ask:

- \* “Is there another writing challenge the author wants to work on? How do you know?” (Yes. The word *and* is a linking word that tells me there is more information.)

- Display an example of quoted dialogue. Say:

- \* “Let’s look at the second challenge. Dialogue is when characters are talking to one another.”

- Ask:

- \* “What is the punctuation in dialogue?” (Students should point to or identify quotation marks, commas, or other punctuation.)

For ELLs: Language Dive I Guide  
(For Teacher Reference)

- Ask:
  - \* “What questions do you have about this sentence?” (Responses will vary.)
  - \* “Now what do you think is the gist of the sentence?” (Responses will vary.)
  - \* “What two sentence chunks identify the writing challenges the author will work on?” (making sure sentences make sense, punctuating dialogue)
- Write the numbers 1 and 2 next to each respective phrase on the displayed Writing Contract: Teacher Model.
  - \* “What is the purpose of the focus statement in the writing contract?” (The author tells us exactly what challenges she wants to focus on and when she will do it; to tell the reader what the informative essay is about.)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
  - \* “Who can repeat what your classmate said?” (Responses will vary.)
- Display the sentence frame “This year I am going to focus on making sure \_\_\_\_\_ and \_\_\_\_\_.”
- Ask:
  - \* “Using the frame on the board, take 1 minute to think about how you might write a sentence like this in your reading contract. Share it with your partner.” (Responses will vary. If necessary, model possible ways of completing the sentence frame.)
- If productive, cue students to clarify the conversation by confirming what they mean:
  - \* “So, do you mean \_\_\_\_\_?” (Responses will vary.)

For ELLs: Sentence Strip Chunks

**Directions:** Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

**This year,**

**I am going to focus  
on**

**making sure my  
sentences make sense**

**and punctuating  
dialogue.**

**Organizing the Model:** Introductory Paragraph Strips  
W.3.2a

Writing is an important skill because we use it to communicate with others. For example, we write letters, texts, and emails to talk about and share news with people all over the world, and we write to communicate research and learning. Writing can be challenging because there are so many spelling, punctuation, and grammar rules to remember.

In this writing contract, I have identified two of my most significant writing challenges and some strategies I will use to overcome those challenges.

This year, I am going to focus on making sure my sentences make sense

and punctuating dialogue.

Reading Contract Anchor Chart  
(For Teacher Reference)  
W.3.2

### Introductory Paragraph

- **Introduction that catches the readers' attention and gives some background information:** Why is reading important? Because we read to understand and learn about the world. We read instructions, newspaper, research, road signs, and for entertainment.
- **Focus statement:** Reading contract is about challenges and strategies to overcome them
- **Point 1:** First reading challenge
- **Point 2:** Second reading challenge



**Reading Contract Introduction**  
(Example, for Teacher Reference)

Reading is an important skill because we use it to understand and learn about the world. For example, we read instructions, newspapers, research texts in books and on the internet, road signs, and we read for entertainment. Reading can be challenging because there are so many vocabulary words to learn to read fluently. In this writing contract, I have identified two of my most significant reading challenges and some strategies I will use to overcome those challenges. This year, I am going to focus on \_\_\_\_\_ and \_\_\_\_\_.

**Working to Become Effective Learners**  
(Example, for Teacher Reference)

**Develop the mindsets and skills for success in college, career, and life**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Asking someone for help</li> </ul>	<ul style="list-style-type: none"> <li>• “I am finding this challenging. I have tried xyz, but I need help moving forward.”</li> </ul>
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> <li>• One person talking at a time and the others listening</li> </ul>	<ul style="list-style-type: none"> <li>• “What do you think?”</li> <li>• “I’m not sure I understand; can you say that again?”</li> <li>• “I’d like to build on that idea ...”</li> <li>• “That sounds like a great idea, and perhaps we could also ...”</li> </ul>
<b>I take responsibility</b>	<b>This means I take ownership of my ideas, my work, my goals, and my actions.</b>	<ul style="list-style-type: none"> <li>• <b>Self-assessing</b></li> <li>• <b>Setting goals</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“I think I did this well, and here is evidence of that ...”</b></li> <li>• <b>“I think I could improve ... by ...”</b></li> <li>• <b>“I decided to make this change because ...”</b></li> </ul>

## Funny Voices Strips

<b>Chipmunk</b>
<b>Pirate</b>
<b>Wicked witch or wizard</b>
<b>Old man or woman</b>

**Organizing the Model: Proof Paragraph 1 Strips**
**W.3.2b**

The most significant challenge I have when writing is that sometimes my sentences don't make sense. This can make it difficult for the reader to understand what I am trying to explain.

Something I will do to work on this challenge is to say my sentences aloud before and after writing them, so that I can hear what they sound like.

When appropriate, I will also ask a peer to read my sentences aloud for me, as sometimes it can be easier to hear mistakes when they are read by someone else.

Reading and hearing my sentences read aloud will help me figure out whether or not they make sense.

**Reading Contract Anchor Chart**  
(For Teacher Reference)  
W.3.2

### Introductory Paragraph

- Introduction that catches the readers' attention and gives some background information: Why is reading important? Because we read to understand and learn about the world. We read instructions, newspaper, research, road signs, and for entertainment.
- Focus statement: Reading contract is about challenges and strategies to overcome them
- Point one: First reading challenge
- Point two: Second reading challenge

### Proof Paragraph 1

- **Describes the first challenge**
- **Describes one strategy to overcome that challenge**
- **Describes a second strategy to overcome that challenge**
- **Explains how both of those strategies will help overcome the challenge**

## Writing Template: Proof Paragraph 1

W.3.2a, W.3.2b

---

**Name:**

---

**Date:**

---

The most significant challenge I have when reading is \_\_\_\_\_

Something I will do to work on this challenge is \_\_\_\_\_

I will also \_\_\_\_\_

These strategies will help me by \_\_\_\_\_

## Organizing the Model: Proof Paragraph 2 Strips

W.3.2b

Another significant challenge I have is punctuating dialogue. I can never remember whether other punctuation—for example, question and exclamation marks—goes inside or outside of the quotation marks.

To work on this, I will refer to models in published texts when writing, so that I can follow the example.

I will also ask peers to specifically focus on checking how I have punctuated dialogue when reading for peer critiques.

These strategies will help me punctuate dialogue correctly.

**Reading Contract Anchor Chart**  
(For Teacher Reference)  
W.3.2

### Introductory Paragraph

- Introduction that catches the readers' attention and gives some background information: Why is reading important? Because we read to understand and learn about the world. We read instructions, newspaper, research, road signs, and for entertainment.
- Focus statement: Reading contract is about challenges and strategies to overcome them
- Point 1: First reading challenge
- Point 2: Second reading challenge

### Proof Paragraph 1

- Describes the first challenge
- Describes one strategy to overcome that challenge
- Describes a second strategy to overcome that challenge
- Explains how both of those strategies will help overcome the challenge

### Proof Paragraph 2

- **Describes the second challenge**
- **Describes one strategy to overcome that challenge**
- **Describes a second strategy to overcome that challenge**
- **Explains how both of those strategies will help overcome the challenge**



Writing Template: Proof Paragraph 2

W.3.2a, W.3.2b

.....  
**Name:**

.....  
**Date:**

Another significant challenge I have is \_\_\_\_\_

\_\_\_\_\_

To work on this, I will \_\_\_\_\_

\_\_\_\_\_

I will also \_\_\_\_\_

\_\_\_\_\_

These strategies will help me \_\_\_\_\_

Funny Voices Strips

**Snake**

**King or queen**

**Monster**

**Cat**

**Reading Contract Anchor Chart**  
(For Teacher Reference)  
W.3.2

### Introductory Paragraph

- Introduction that catches the readers' attention and gives some background information: Why is reading important? Because we read to understand and learn about the world. We read instructions, newspaper, research, road signs, and for entertainment.
- Focus statement: Reading contract is about challenges and strategies to overcome them
- Point 1: First reading challenge
- Point 2: Second reading challenge

### Proof Paragraph 1

- Describes the first challenge
- Describes one strategy to overcome that challenge
- Describes a second strategy to overcome that challenge
- Explains how both of those strategies will help overcome the challenge

### Proof Paragraph 2

- Describes the second challenge
- Describes one strategy to overcome that challenge
- Describes a second strategy to overcome that challenge
- Explains how both of those strategies will help overcome the challenge

### Concluding Paragraph

- **What? Reading challenges and strategies to overcome them**
- **So what? Reading is important, so I want to be able to read independently and proficiently**

**Reading Contract Conclusion**  
(Example, for Teacher Reference)  
W.3.2d

Reading can be challenging, but it is an important skill because we use it to understand and learn about the world. I'm going to become a more proficient and independent reader by working to overcome my challenges. This will help me at school and when I need to read things like signs and emails at home.

**Overcoming Learning Challenges Anchor Chart**  
(Example, for Teacher Reference)

<b>Overcoming Learning Challenges</b>			
<b>Who? Where?</b>	<b>Pages</b>	<b>Challenge</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)
Trisha in <i>Thank You, Mr. Falker</i>		<b>Challenges learning to read:</b> <ul style="list-style-type: none"> <li>• Can't read sentences because she doesn't know all the words</li> <li>• Can't read aloud fluently</li> </ul>	<ul style="list-style-type: none"> <li>• When she starts working with Mr. Falker, she works hard and perseveres</li> </ul>

**Exit Ticket:** Reflecting on Learning  
RF.3.4, SL.3.5

.....  
**Name:**

.....  
**Date:**

Something I did well: \_\_\_\_\_

.....  
Something I would like to improve next time: \_\_\_\_\_

.....

## Bookmark Bullet Points Note-catcher

W.3.4, W.3.5

---

**Name:**

---

**Date:**

---

Challenge 1: \_\_\_\_\_

Strategy 1: \_\_\_\_\_

Strategy 2: \_\_\_\_\_

Challenge 2: \_\_\_\_\_

Strategy 1: \_\_\_\_\_

Strategy 2: \_\_\_\_\_



**Bookmark Bullet Points Note-catcher**

(Example, for Teacher Reference)

W.3.4, W.3.5

Challenge 1: Writing sentences that make sense

Strategy 1: Read sentences aloud

Strategy 2: Ask a peer to read sentences aloud

Challenge 2: Punctuating dialogue

Strategy 1: Use a text as a model

Strategy 2: Ask a peer to review

## Linking Words and Phrases: Teacher Model

W.3.2c

**Example 1:**

Writing is an important skill because we use it to communicate with others. We write letters, texts, and emails to talk about and share news with people all over the world. We write to communicate research and learning. Writing can be challenging because there are so many spelling, punctuation, and grammar rules to remember. In this writing contract, I have identified two of my most significant writing challenges. In this writing contract I have identified some strategies I will use to overcome those challenges. This year, I am going to focus on making sure my sentences make sense and punctuating dialogue.

**Example 2:**

Writing is an important skill because we use it to communicate with others. For example, we write letters, texts, and emails to talk about and share news with people all over the world, and we write to communicate research and learning. Writing can be challenging because there are so many spelling, punctuation, and grammar rules to remember. In this writing contract, I have identified two of my most significant writing challenges and some strategies I will use to overcome those challenges. This year, I am going to focus on making sure my sentences make sense and punctuating dialogue.

**Linking Words and Phrases**

W.3.1c, W.3.2c, W.3.3c

**Hint:** Where do you add new facts about your topic? You might need a linking word or phrase here!

Add to this chart if you find new linking words and phrases you would like to remember.

<b>Temporal words and phrases</b> (Time order)	<b>Words and phrases that connect ideas</b>
<ul style="list-style-type: none"> <li>• first</li> <li>• second</li> <li>• next</li> <li>• finally</li> <li>• then</li> <li>• lastly</li> <li>• in the end</li> <li>• after that</li> </ul>	<ul style="list-style-type: none"> <li>• also</li> <li>• another</li> <li>• and</li> <li>• but</li> <li>• more</li> <li>• for example</li> <li>• as you can see</li> <li>• in addition</li> </ul>

**Working to Become Effective Learners**  
(Example, for Teacher Reference)

**Develop the mindsets and skills for success in college, career, and life**

<b>Habit of character</b>	<b>What does it mean?</b>	<b>What does it look like?</b>	<b>What does it sound like?</b>
I persevere	This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.	<ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Asking someone for help</li> </ul>	<ul style="list-style-type: none"> <li>• “I am finding this challenging. I have tried xyz, but I need help moving forward.”</li> </ul>
I collaborate	This means I can work well with others to accomplish a task or goal.	<ul style="list-style-type: none"> <li>• One person talking at a time and the others listening</li> </ul>	<ul style="list-style-type: none"> <li>• “What do you think?”</li> <li>• “I’m not sure I understand; can you say that again?”</li> <li>• “I’d like to build on that idea ...”</li> <li>• “That sounds like a great idea, and perhaps we could also ...”</li> </ul>
I take responsibility	This means I take ownership of my ideas, my work, my goals, and my actions.	<ul style="list-style-type: none"> <li>• Self-assessing</li> <li>• Setting goals</li> </ul>	<ul style="list-style-type: none"> <li>• “I think I did this well, and here is evidence of that ...”</li> <li>• “I think I could improve ... by ...”</li> <li>• “I decided to make this change because ...”</li> </ul>

Habit of character	What does it mean?	What does it look like?	What does it sound like?
<p><b>I take initiative</b></p>	<p><b>This means I see what needs to be done and take the lead on making responsible decisions.</b></p>	<ul style="list-style-type: none"> <li>• <b>When the group members aren't talking to one another or working well together, one person steps forward to make a decision to help move the group forward.</b></li> <li>• <b>Someone becomes a facilitator and allocates roles.</b></li> <li>• <b>Doing things without being asked</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>“How about we try this?”</b></li> <li>• <b>“I have an idea. Perhaps we could ...”</b></li> </ul>

Tracking Progress: Informative Writing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can write an informative text.

**Standard I’m Tracking:** W.3.2

**1. How am I doing?**

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Write the number of each standard on a sticky note or flag. Then on your own writing, place each sticky note in an area that shows evidence you have met the criteria. Make sure you have evidence for each criterion.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags and in a different colored pen on the checklist.

Standard	Characteristics of an Effective Informative Piece	4 Advanced	3 Proficient	2 Developing	1 Beginning
RI.3.1	My piece shows that I understand the topic or text.  Evidence from the text helps the reader to clearly understand my focus.				
*W.3.2a	I state my focus clearly, and my writing stays focused.				
*W.3.2.a	My information is grouped to explain a main idea.				

**Tracking Progress: Informative Writing**

<b>Standard</b>	<b>Characteristics of an Effective Informative Piece</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
*W.3.2a	I have an introduction that gives the reader important information needed to understand the piece.				
*W.3.2.c	I use linking words to connect ideas.				
*W.3.2b	I use facts, definitions, and details from the text to explain my ideas.				
*W.3.2d	I have a conclusion that reminds the reader of the focus of the piece.				
W.3.2a	I use illustrations to help the reader understand information and ideas.				
L.3.6	The words I use show that I am knowledgeable about this topic.				
*W.3.4 L.3.3	My writing is appropriate for this purpose and audience.				
W.3.8 (partial)	I list my sources.				

**Tracking Progress: Informative Writing**

<b>Standard</b>	<b>Characteristics of an Effective Informative Piece</b>	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Beginning</b>
L.3.1	My words and sentences follow the rules of writing.				
*L.3.2	The spelling, capitalization, and punctuation are correct.				



2. How have I improved since I last worked on this skill?

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Teacher Response:

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3. How can I improve next time?

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Teacher Response:

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**Anchor Standard: W.2**

By the end of Grade 12 I will be able to: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



**Grade 3: Module 1: Unit 3:**  
Homework Resources  
(For Families)

### **Unit 3: Writing to Inform: Overcoming Learning Challenges—Reading**

Common Core State Standards addressed: RL.3.1, RL.3.2, RL.3.3, RF.3.4b, W.3.2, W.3.4, W.3.5, and SL.3.5

#### **Guiding Questions and Big Ideas:**

- Why are education, books, and reading important?
- *Education, books, and reading are important because they help us learn about and make sense of the world, and escape into the lives of other people and other worlds.*
- How can I overcome learning challenges?
- *I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.*

#### **What will your student be doing at school?**

In Unit 3, students read and write about reading challenges and how to overcome those reading challenges. As a class, they read *More Than Anything Else* by Marie Bradby<sup>1</sup> in order to consider a challenge of access to education and reading in a historical context in the United States, and *Thank You, Mr. Falker* by Patricia Polacco, in order to analyze the reading challenges of the main character and how those challenges were overcome.

They then use The Painted Essay® structure to write a reading contract describing two reading challenges they face with strategies they intend to follow to overcome those challenges. At the end of the unit, students create a reading strategies bookmark that lists their reading challenges and strategies to overcome those challenges, for quick reference when reading.

Throughout this unit, students also work on reading fluently in preparation for recording an audiobook in a small group at the end of the unit.

Working to become an effective learner is a habit of character that is emphasized in this unit. These are the specific effective learning skills students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others.

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<sup>1</sup> *More Than Anything Else* by Marie Bradby is a book about the reading challenges Booker T. Washington faced when he was nine years old. In order to provide the context of Booker's lack of access to education, some of the issues of slavery will be carefully and sensitively discussed to give students context as they hear the book read aloud. This may be something you want to speak with your student about at home both before and after reading the book. Raise any concerns with your student's teacher.

**The Painted Essay® Template**

**The Painted Essay®**  
A tool for teaching basic essay form

**Introduction: RED**

*Catches the readers' attention*  
*Gives some background information*

**FOCUS STATEMENT: GREEN**

**Point 1: YELLOW**

**Point 2: BLUE**

**Proof Paragraph 1: YELLOW**

*Gives evidence and reasons to support point 1*

**Proof Paragraph 2: BLUE**

*Gives evidence and reasons to support point 2*

**Conclusion: GREEN**

*What?*  
*So What?*

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### How can you support your student at home?

- Talk to your student about the reading challenges he or she faces and strategies to overcome those challenges.
- Talk to your student about his or her reading contract and the elements of an effective informative text.
- Read narrative books, if possible about characters that overcome challenges, and talk to your student about the message or lesson of the stories.

### Unit 1: Homework

In Lessons 1, 2, and 10–14, homework focuses on research reading.

In Lessons 3–9, homework focuses on research reading and practicing reading aloud an excerpt from either *Rain School* or *Nasreen’s Secret School* in preparation to record an audiobook for the end of unit assessment in Lesson 10.

**Research reading:** Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

**Choice reading:** If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

### Vocabulary logs:

- In the front, students record new **academic vocabulary**: words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topical vocabulary**: words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* are words that would be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
1	Students hear the text <i>More Than Anything Else</i> read aloud and determine the lesson of the story.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students closely read an excerpt of <i>More Than Anything Else</i> to analyze the figurative language in order to gain a deeper understanding of the challenges faced and how they were overcome.	1. Research reading and answering prompt 2. For ELLs: Language Dive 1	1. Teacher will check independent reading journals strategically. <b>2. Lesson 7</b>	
3	Students write an informative paragraph recounting the story of <i>More Than Anything Else</i> , including the challenges and how they were overcome, for the mid-unit assessment. Students choose the excerpt of text they will read aloud for the end of unit assessment audiobook.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i> ) 2. Research reading and answering prompt	1. <b>Lesson 10</b> 2. Teacher will check independent reading journals strategically.	
4	Students work in groups to identify strategies to overcome reading challenges. They generate reading criteria as a whole group.	1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i> ) 2. Research reading and answering prompt	1. <b>Lesson 10</b> 2. Teacher will check independent reading journals strategically.	

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
5	Students are introduced to the Painted Essay® and analyze a model using this structure. They practice reading aloud audiobook excerpts.	<ol style="list-style-type: none"> <li>1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>)</li> <li>2. Research reading and answering prompt</li> <li>3. For ELLs: Language Dive II</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 10</b></li> <li>2. Teacher will check independent reading journals strategically.</li> <li>3. <b>Lesson 7</b></li> </ol>	
6	Students write the introduction to their reading contract and practice reading aloud audiobook excerpts.	<ol style="list-style-type: none"> <li>1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>)</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 10</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
7	Students write the first proof paragraph of their reading contract describing their first reading challenge and the two strategies they have identified to overcome it. They practice reading aloud fluency excerpts.	<ol style="list-style-type: none"> <li>1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>)</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 10</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
8	Students write the second proof paragraph of their reading contract describing their second reading challenge and the two strategies they have identified to overcome it. They practice reading aloud fluency excerpts.	<ol style="list-style-type: none"> <li>1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>)</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 10</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
9	Students write the concluding paragraphs of their reading contract and continue to practice reading aloud fluency excerpts.	<ol style="list-style-type: none"> <li>1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>)</li> <li>2. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Lesson 10</b></li> <li>2. Teacher will check independent reading journals strategically.</li> </ol>	
10	Students hear <i>Thank You, Mr. Falker</i> read aloud and analyze the challenges faced by the character and how those challenges were overcome. They record their audiobooks in small groups.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	
11	Students plan their reading strategies bookmarks.	<ol style="list-style-type: none"> <li>1. Research reading and answering prompt</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will check independent reading journals strategically.</li> </ol>	



Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date
12	Students revise their reading contracts for linking words and phrases, and for spelling, capitalization, and punctuation.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
13	Students complete their reading strategies bookmarks.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
14	Students present work products from this unit to visitors (families, teachers, other classes, etc.)	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

**Directions:** Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (\*).

**Record:**

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

**Example:**

**Date:** 04/08/2015

**Book Title and Author:** “My Librarian Is a Camel” by Margriet Ruurs

**Pages Read:** Thailand, pages 28–29

**Prompt:** What is the main idea of the text you read? What are some of the key details and how do they support the main idea?

**Response:** The main idea is that elephants help some students in the Omkoi region of Thailand get books and learn. Some of the key details that support this main idea are that more than 20 elephants are being used to carry books, and in each trip the elephants visit seven or eight villages. The elephants carry metal slates on their backs to teach students to read and write.

**Consider using the following independent reading prompts\*:**

- What challenges are faced? How are they overcome?
- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What does the text tell you about the importance of reading, books, or education?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in lessons?
- Choose one new word from your reading today and analyze it on a vocabulary square:

<p><b>Definition in your own words</b></p>	<p><b>Synonyms</b> (words that mean the same)</p>
<p><b>Words with the same affix or root</b></p>	<p><b>Sketch</b></p>

\*Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

## Language Dive I

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

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

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

I feel like	without legs.	I am trying to jump	But sometimes
-------------	---------------	---------------------	---------------

--	--	--	--

2. Sketch the meaning of the sentence above.

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3. **Circle the correct answer:** Who is this sentence about?

the newspaper man

Booker T. Washington

George Washington

4. **Circle the correct answer:** What is the character doing that makes him feel like he is trying to jump without legs?

reading

jumping

riding a bike

**Language Dive I**

5. **Circle the correct answer:** What is it called when the author uses language that does not mean exactly what it says?

lying language

informational language

figurative language

## Language Dive II

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. The sentence below is scrambled. Rewrite the sentence in the correct order in the boxes below.

Making sure my sentences make sense	This year,	and punctuating dialogue.	I am going to focus on

2. Restate the sentence in your own words.

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3. **Circle the correct answer:** In an informative essay, what kind of sentence is this?

proof sentence      focus statement      figurative sentence

4. **Circle the correct answer:** In a Painted Essay, what color would this sentence be?

red      blue      green

5. Write about your reading challenges using the sentence structure:

This year I am going to focus on \_\_\_\_\_ and

\_\_\_\_\_.

# Education

## **Grade 3: Module 1:** **Assessment Overview and Resources**

<b>Final Performance Task</b>	<p><b>Reading Strategies Bookmark</b></p> <p>In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. <b>This task centers on CCSS ELA W.3.4 and W.3.5.</b></p>
<b>Mid-Unit 1 Assessment</b>	<p><b>Collaborative Discussions about Independent Reading Books</b></p> <p>This assessment centers on CCSS ELA SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, and SL.3.6. In small groups, students follow discussion norms and use notes prepared in the previous lesson to discuss what they like about their independent reading books so far, and what they find challenging. They question one another to check for understanding and to gather additional information using provided guiding questions, demonstrating their ability to participate actively and respectfully in collaborative discussions.</p>
<b>End of Unit 1 Assessment</b>	<p><b>Answering Questions about a Literary Text</b></p> <p>This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, and L.3.4. Students read a new literary text, <i>Elephant Library</i>. They answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character’s actions on the sequence of events through the lens of the challenge and how it is overcome.</p>



<b>Mid-Unit 2 Assessment</b>	<p><b>Answering Questions and Identifying the Main Idea of an Informational Text</b></p> <p>This assessment centers on CCSS ELA RI.3.1, RI.3.2, RI.3.4, and L.3.4. Students read an unfamiliar adapted passage from <i>My Librarian Is a Camel</i> about Mongolia. Students answer selected response and short response questions about unfamiliar vocabulary, the main idea, and supporting details in order to demonstrate deep understanding of the text.</p>
<b>End of Unit 2 Assessment</b>	<p><b>Writing an Informative Text about the Challenge of Accessing Books</b></p> <p>This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, and W.3.8. Students return to the passage about Mongolia from <i>My Librarian Is a Camel</i>. They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/explanatory piece that refers explicitly to details in the text.</p>
<b>Mid-Unit 3 Assessment</b>	<p><b>Writing an Informative Paragraph about <i>More Than Anything Else</i></b></p> <p>This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.3, and W.3.2. Students use notes from the previous lesson to write an informative paragraph that answers the question: What is the lesson in <i>More Than Anything Else</i>? Students demonstrate deep understanding of the main idea and main character in the text by describing the lessons learned from Booker’s struggle to overcome the challenge of learning to read.</p>
<b>End of Unit 3 Assessment</b>	<p><b>Recording an Audiobook and Revising Reading Contract</b></p> <p>This assessment centers on CCSS ELA RF.3.4, SL.3.5, W.3.2, and W.3.5 and has two parts. In Part I, small groups of students work together to record an audiobook of either <i>Rain School</i> or <i>Nasreen’s Secret School</i>. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback.</p>

## Student Checklists

Students are provided with checklists for their writing, which outline the key criteria that the CCSS require of the writing type. These checklists are closely aligned with the teacher rubrics used to grade student assessments. An empty column is provided on each student checklist for students to add criteria for the specific characteristics required by the writing prompt, and time, directions, and examples for this process are built into the relevant lessons.

**Unit 3**

.....  
**Name:**

.....  
**Date:**

<b>Standard</b>	<b>Characteristics of Effective Informative Writing</b>	<b>Characteristics of My Reading Contract</b>	<b>Yes? No?</b>
RI.3.1	The focus of my piece shows that I understand the topic or text. I use evidence from the text to help the reader better understand my focus.		
W.3.2a	I state my topic clearly, and my writing stays focused.		
W.3.2a	I have an introduction that gives the reader important information needed to understand the piece.		
W.3.2d	I have a conclusion that restates the focus of the piece.		
W.3.2a	I group related information together to better explain my topic.		
W.3.2c	I use linking words to connect ideas.		
W.3.2b	I use facts, definitions, and details from the text to explain my ideas.		
L.3.1	My words and sentences follow the rules of writing.		
L.3.2	My spelling, capitalization, and punctuation are correct.		
L.3.3 L.3.6 W.3.4	The words and sentences I use are appropriate for this task and purpose.		
L.3.6	The words I use show that I am knowledgeable about this topic.		

**Mid-Unit 1 Assessment:**  
Collaborative Discussions about Independent Reading Books  
(For Teacher Reference)

This assessment centers on CCSS ELA SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, and SL.3.6. In small groups, students follow discussion norms and use notes prepared in the previous lesson to discuss what they like about their independent reading books so far, and what they find challenging. They question one another to check for understanding and to gather additional information using provided guiding questions, demonstrating their ability to participate actively and respectfully in collaborative discussions.

**CCSS Assessed:**

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.
SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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).
SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)

**Collaborative Discussion Checklist**

Student Name	Prepares with evidence and draws on evidence during discussion (SL.3.1a)	Follows agreed-upon rules for discussion (SL.3.1b)	Asks questions to check understanding of information (SL.3.1c, SL.3.3)	Stays on topic (SL.3.1c)	Links comments to the remarks of others (SL.3.1c)	Explains own ideas and understanding in light of the discussion* (SL.3.1d)	Speaks in complete sentences in order to provide requested detail or clarification (SL.3.6)	Teacher comments

\* Column shaded in dark gray is not addressed in this assessment.

**Mid-Unit 1 Assessment:**  
Collaborative Discussions about Independent Reading Books

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**Name:**

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**Date:**

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At the beginning of this unit, you discussed, in a small group, why you chose your independent reading books. For this assessment, you are going to return to the same discussion groups to discuss what you think of your book so far. You will discuss two questions:

- What are some things you like about your book?
- What is one thing you find challenging about your book?

Remember to speak in full sentences so that you are clearly understood.

Throughout the discussion, refer to:

- Discussion Norms anchor chart
- Research Reading Review Form from the previous lesson

**End of Unit 1 Assessment:  
Answering Questions about a Literary Text  
(For Teacher Reference)**

This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, and L.3.4. Students read a new literary text, *Elephant Library*. They answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character’s actions on the sequence of events through the lens of the challenge and how it is overcome.

**CCSS Assessed:**

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
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.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**End of Unit 1 Assessment:  
Answering Questions about a Literary Text  
(Answers, for Teacher Reference)**

1. What does **dampen** mean in this context? (RL.3.4)
  - A. make slightly wet
  - B. *make less strong*
  - C. make much worse
  - D. make more dry
  
2. If *agreeably* means pleasingly or pleasantly, what does **disagreeably** mean? (L.3.4b, L.3.4c)
  - A. more pleasingly
  - B. *unpleasantly*
  - C. incorrectly
  - D. impossibly
  
3. What does **fortunate** mean in this passage? Use a dictionary and write the definition in your own words. (RI.3.4, L.3.4d)  
*Answers may vary, but the following is an example: Fortunate means very lucky.*
  
4. Using clues in the text, what do you think **din** means? (RI.3.4, L.3.4a)
  - A. *a loud prolonged noise or sound*
  - B. a small dinner-like meal
  - C. a large animal that lived millions of years ago
  - D. a sound like a bell
  
5. What part of the text gave you a clue about the meaning of **din**? (RI.3.4, L.3.4a)
  - A. *“as we all shout with excitement”*
  - B. *“I had just about given up all hope, when I heard a shout in the distance.”*
  - C. *“I was disappointed and snapped disagreeably at my sister”*
  - D. *“the first person in the village to see them coming up the mountain always shouts”*



## End of Unit 1 Assessment:

Answering Questions about a Literary Text  
(Answers, for Teacher Reference)

**Please note:** The note-catchers are to help students organize their thoughts before writing short constructed responses. They should be used only to assess the corresponding standards if student short-constructed responses do not do so adequately.

6. In no more than three sentences, answer the following question: What was a lesson or message in this story, and how is it conveyed through details in the text? (RL.3.2)

*Responses may vary, but the following is an example: The lesson is that challenges can be overcome if you think carefully and work hard. The narrator explains that his/her brain was working quickly to think of a way to get the books, which conveys the idea of thinking carefully when there is a problem or challenge. The narrator also explains that going to the elephants took a long time and made them tired and muddy, which conveys working hard to overcome a challenge.*

7. In no more than two sentences, answer the following question: What was the challenge in this story, and how did the main character overcome it? Use details from the text to support your answer. (RL.3.3)

*Responses may vary, but the following is an example: The challenge was to get the books even though the elephant library couldn't get up the mountain. The main character overcame the challenge by going down the mountain to the elephants. She got the books!*

**End of Unit 1 Assessment:**  
Answering Questions about a Literary Text

.....  
**Name:**

.....  
**Date:**

In this assessment, you will read a new story about a very unusual library. Read the text carefully, and answer the questions that follow.

### **Elephant Library**

I woke up very early this morning. Even the pitter-patter of the rain couldn't **dampen** my excitement! I had been counting the days. Soon, the elephant team would arrive soon with more books. I really hoped it would be today!

My family and I live in a very small village in the mountains. The only way to get here is by foot, up steep mountain trails. It can be quite dangerous. During the rainy season the ground is slippery and there are mudslides. We don't have a school or a library, but we are **fortunate** because a team of elephants brings us books. The team stays here for two or three days to teach us reading and writing on metal slates. My sister and I look forward to them coming because we both love to read and learn!

The morning dragged by painfully slowly. By mid-afternoon, I started to think that they were not going to arrive today after all. I was disappointed and snapped **disagreeably** at my sister when she tried to ask me a question. "Perhaps they will come tomorrow," Mom said, sensing the cause of my short temper and bad mood.

I had just about given up all hope, when I heard a shout in the distance. When the elephant team arrives, the first person in the village to see them coming up the mountain always shouts. This quickly becomes a **din** as we all shout with excitement and run to greet them.

I ran out hoping to see the elephants arriving. There were no elephants to be seen. The word spread quickly. The elephants were having trouble getting up the last steep trail on the slippery mud! My heart sank. Would they go on without stopping for us? My brain was working quickly. I wanted those books!

The elephants couldn't get to us, but perhaps we could make it down to the elephants. I suggested the idea and everyone agreed. My sister and I, and our village friends walked very carefully down the slippery, muddy trail to the elephants. It took us a long time because we had to move slowly not to slip. We were all tired, wet, and muddy when we got there. But it was worth it!

**End of Unit 1 Assessment:**  
Answering Questions about a Literary Text

The elephant handlers greeted us with big, warm smiles. The elephants lifted their trunks to say hello. They were happy we had worked so hard to see them. My sister and I didn't waste any time choosing books to bring back to the village. I chose one about elephants because we love the library school elephants so much!

Written by EL Education for Instructional Purposes, Lexile 680L

**End of Unit 1 Assessment:  
Answering Questions about a Literary Text**

This note-catcher is not assessed, but it might help you organize your thinking about the gist of the story before you answer questions.

<b>Overcoming Challenges in</b> _____ (text)	
<b>Author</b> _____	
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

1. What does **dampen** mean in this context? (RL.3.4)
  - A. make slightly wet
  - B. make less strong
  - C. make much worse
  - D. make more dry

End of Unit 1 Assessment:  
Answering Questions about a Literary Text

2. If *agreeably* means pleasingly or pleasantly, what does **disagreeably** mean? (L.3.4b, L.3.4c)

- A. more pleasingly
- B. unpleasantly
- C. incorrectly
- D. impossibly

3. What does **fortunate** mean in this passage? Use a dictionary and write the definition in your own words. (RI.3.4, L.3.4d)

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4. Using clues in the text, what do you think **din** means? (RI.3.4, L.3.4a)

- A. a loud prolonged noise or sound
- B. a small dinner-like meal
- C. a large animal that lived millions of years ago
- D. a sound like a bell

5. What part of the text gave you a clue about the meaning of **din**? (RI.3.4, L.3.4a)

- A. “as we all shout with excitement”
- B. “I had just about given up all hope, when I heard a shout in the distance.”
- C. “I was disappointed and snapped disagreeably at my sister”
- D. “the first person in the village to see them coming up the mountain always shouts”

End of Unit 1 Assessment:  
Answering Questions about a Literary Text

This note-catcher is not assessment, but it might help you organize your thinking about how details in the text convey the message or lesson.

<b>Lesson/Message/Moral:</b>	
<b>Detail from the text</b>	<b>How does it help communicate the lesson/message/moral?</b>
<b>1.</b>	
<b>2.</b>	

6. In no more than three sentences, answer the following question: What was a lesson or message in this story, and how is it conveyed through details in the text? (RL.3.2)

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End of Unit 1 Assessment:  
Answering Questions about a Literary Text

This note-catcher is not assessed, but it might help you organize your thinking about the challenges and how they are overcome.

<b>Overcoming Learning Challenges</b>	
<b>Challenge</b> (facts and details)	<b>How the Challenge Is Overcome</b> (facts and details)

7. In no more than two sentences, answer the following question: What was the challenge in this story, and how did the main character overcome it? Use details from the text to support your answer. (RL.3.3)

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**Mid-Unit 2 Assessment:**  
Answering Questions and Identifying the Main Idea of an Informational Text  
(For Teacher Reference)

This assessment centers on CCSS ELA RI.3.1, RI.3.2, RI.3.4, and L.3.4. Students read an adapted version of an unfamiliar passage from *My Librarian Is a Camel* about Mongolia. Students answer selected response and short response questions about unfamiliar vocabulary, the main idea, and supporting details in order to demonstrate deep understanding of the text.

**CCSS Assessed:**

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.



**Mid-Unit 2 Assessment:**  
Answering Questions and Identifying the Main Idea of an Informational Text  
(Answers, for Teacher Reference)

“For centuries, people who live in Mongolia have led a **nomadic** lifestyle, moving across the **steppe**, a vast grass-covered plain, with their herds. Many people are still herders of livestock, moving with their herds as they graze.”

1. Using clues in the text, what do you think **steppe** means? (RI.3.4, L.3.4a)
  - A. an area of land covered by snow
  - B. a sandy desert
  - C. *a large area of flat grassland*
  - D. an area of land with lots of hills and mountains
  
2. What part of the text gave you a clue about the meaning of **steppe**? (RI.3.4, L.3.4a, RI.3.1)
  - A. “And this was in winter, so it was cold and snowy.”
  - B. “... *a vast grass-covered plain* ...”
  - C. “... who live scattered across the Gobi desert.”
  - D. “... to bring the books to children in the countryside.”

**Mid-Unit 2 Assessment:**  
Answering Questions and Identifying the Main Idea of an Informational Text  
(Answers, for Teacher Reference)

3. What does **nomadic** mean? Use the glossary to help you. (RI.3.4, L.3.4d, L.3.4c)

- A. rounding up cattle
- B. *moving from place to place*
- C. reading books on a wagon
- D. traveling by horse

“There is almost no **illiteracy** in this country.”

4. What do you think *illiteracy* means? Use the glossary to help you. (RI.3.4, L.3.4b, L.3.4c)

*Answers may vary, but the following is an example: Illiteracy means not being able to read or write.*

5. What is the main idea of this text? (RI.3.2)

- A. Children of nomads in Mongolia prefer books to candy.
- B. There is almost no illiteracy in Mongolia because of the minibus.
- C. Nomads move with their herds of livestock as they graze on the steppe in Mongolia.
- D. *Mr. Dashdondog helps the children of nomads in the Gobi Desert in Mongolia by taking them books.*

6. Which of the following details support the main idea? Underline all that apply: (RI.3.2, RI.3.1)

- A. *“He was looking for a way to bring books to the many children in herders’ families. These families live scattered across the Gobi Desert.”*
- B. *“After the children listen to stories and choose books, Mr. Dashdondog asks, ‘Which was sweeter: books or candies?’ And the children always answer: ‘BOOKS!’”*
- C. *“... Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside.”*
- D. *“I just returned from a trip to visit herders’ children in the Great Gobi Desert,” said Mr. Dashdondog.”*

**Mid-Unit 2 Assessment:**  
Answering Questions and Identifying the Main Idea of an Informational Text

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**Name:**  
.....

**Date:**  
.....

Read the text using the glossary below to help you. Then answer the questions.

### **Mongolia**

For centuries, people in Mongolia have led a nomadic lifestyle. Many people still herd livestock. They move across the steppe, a vast grass-covered plain, with their herds as they graze. The life of the nomads has not changed very much, but some things are different. In the old days the herders used horses, but today they like to use “iron horses,” meaning motorbikes. Very few people have telephones, television, or access to computers. But most people can read! There is almost no illiteracy in this country.

Jambyn Dashdondog is a well-known writer of children’s books in Mongolia. He was looking for a way to bring books to the many children in herders’ families. These families live scattered across the Gobi Desert. A horse-drawn wagon (as well as a camel) is used to carry books into the desert.

Together with the Mongolian Children’s Cultural Foundation, Mr. Dashdondog was able to obtain a minibus and ten thousand books. Most donations came from Japan. The Japanese books are being translated into Mongolian. Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside.

The book tour is called Amttai Nom, which means “candy books.” Why? Because before they share the books, the children are given food, including some sweets. After the children listen to stories and choose books, Mr. Dashdondog asks: “Which was sweeter: books or candies?” And the children always answer, “BOOKS!”

“I just returned from a trip to visit herders’ children in the Great Gobi Desert,” said Mr. Dashdondog. “We covered some fifteen hundred kilometers in two weeks. And this was in winter, so it was cold and snowy. We had no winter fuel for our bus. So we had to use summer fuel, and the fuel froze at night, making the bus stall. But we weren’t cold: the stories and their heroes kept us warm!” Mr. Dashdondog has visited nearly ten thousand children in the past two years.

Adapted from: Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children around the World*. Honesdale: Boyd Mills Press, Inc. 2005. Lexile 680

**Glossary** for pages 20 and 21

**nomad:** a person or animal that moves from place to place without a fixed home

**literacy:** the state of being able to read or write

**vast:** very large in size or area

**livestock:** cows, horses, sheep, or other animals raised or kept on a farm or ranch

Reread the section and answer the following questions:

“For centuries, people who live in Mongolia have led a **nomadic** lifestyle, moving across the **steppe**, a vast grass-covered plain, with their herds. Many people are still herders of livestock, moving with their herds as they graze.”

1. Using clues in the text, what do you think **steppe** means? (RI.3.4, L.3.4a)
  - A. an area of land covered by snow
  - B. a sandy desert
  - C. a large area of flat grassland
  - D. an area of land with lots of hills and mountains
  
2. What part of the text gave you a clue about the meaning of **steppe**? (RI.3.1, RI.3.4, L.3.4a)
  - A. “And this was in winter, so it was cold and snowy.”
  - B. “... a vast grass-covered plain ...”
  - C. “... who live scattered across the Gobi desert.”
  - D. “... to bring the books to children in the countryside.”
  
3. What does **nomadic** mean? Use the glossary to help you. (RI.3.4, L.3.4d, L.3.4c)
  - A. rounding up cattle
  - B. moving from place to place
  - C. reading books on a wagon
  - D. traveling by horse

**Mid-Unit 2 Assessment:**  
Answering Questions and Identifying the Main Idea of an Informational Text  
(Continued)

“There is almost no **illiteracy** in this country.”

4. What do you think *illiteracy* means? Use the glossary to help you. (RI.3.4, L.3.4b, L.3.4c)

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5. What is the main idea of the text? (RI.3.2)

- A. Children of nomads in Mongolia prefer books to candy.
- B. There is almost no illiteracy in Mongolia because of the minibus.
- C. Nomads move with their herds of livestock as they graze on the steppe in Mongolia.
- D. Mr. Dashdondog helps the children of nomads in Mongolia by taking them books.

6. Which of the following details support the main idea? Underline all that apply: (RI.3.2, RI.3.1)

- A. “He was looking for a way to bring books to the many children in herders’ families. These families live scattered across the Gobi Desert.”
- B. “After the children listen to stories and choose books, Mr. Dashdondog asks, ‘Which was sweeter: books or candies?’ And the children always answer: ‘BOOKS!’”
- C. “... Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside.”
- D. “I just returned from a trip to visit herders’ children in the Great Gobi Desert,” said Mr. Dashdondog.”

**End of Unit 2 Assessment:**

Writing an Informative Text about the Challenge of Accessing Books  
(For Teacher Reference)

This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4 and W.3.8. Students return to the passage about Mongolia from *My Librarian Is a Camel*. They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/explanatory piece that refers explicitly to details in the text.

**CCSS Assessed:**

RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2d	Provide a concluding statement or section.
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.)
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.

**End of Unit 2 Assessment:**

Writing an Informative Text about the Challenge of Accessing Books  
(Sample Proficient Response: Scorepoint 3, for Teacher Reference)

*Answers may vary, but the following is an example:*

**Research Question:** What are the challenges people face when learning, and how are they overcome?

**Focus Statement:** *Getting books to children in the desert can be challenging, but a Mongolian author named Jambyn Dashdondog has found a way to overcome this challenge.*

**Source:** *My Librarian Is a Camel by Margriet Ruurs, pages 20 and 21*

<p><b>Overcoming Learning Challenges in Mongolia</b>  <b>Who is facing the challenge?</b> <i>Children in the Gobi Desert</i></p>	
<p><b>Geographical Features</b>  <i>mountain ranges, desert plains</i></p>	
<p style="text-align: center;"><b>Challenge</b></p> <p style="text-align: center;">What challenge(s) are faced?</p> <p><i>Don't have access to computers or television</i></p> <p><i>Live a nomadic life (move around a lot); can't get books</i></p>	<p style="text-align: center;"><b>How the Challenge Is Overcome</b></p> <p style="text-align: center;">How do the people in the text overcome those challenges?</p> <p><i>Mr. D. got donations: a minibus, ten thousand books</i></p> <p><i>Delivers books in horse-drawn wagon and the minibus</i></p>
<p><b>Importance of the Library</b>  <i>Children have books to read—think books are sweeter than candy!</i></p>	

Use rows A–H on the Informative Writing: Grade 3 Rubric and the sample response below to assess student writing.

Mongolia is a large country in northeast Asia, with mountain ranges, desert plains, and lots of empty space. Getting books to children in the desert can be challenging, but a Mongolian author named Jambyn Dashdondog has found a way to overcome this challenge. The people who live in the Gobi Desert don't have access to computers or television. They live a nomadic life and are constantly moving with their livestock across the grassy plains of the Gobi Desert, making it hard for them to get books. Mr. Dashdondog got people to donate a minibus and ten thousand books! He travels around delivering books to nomadic children in a horse-drawn wagon and the minibus. The children all enjoy the books so much that they say they prefer the books to candy! Because of librarians like Mr. Dashdondog, children in Mongolia have books to read.

**Introduces the topic** by providing context about the geography of Mongolia that helps the reader understand why getting books is challenging and stating a main idea

**Uses linking words and phrases** (but, that) **to connect ideas**

**Groups related information together**, first discussing the challenges, then how they are overcome

**Develops the topic with facts and details** from the text that explain why accessing books is challenging and how that challenge is overcome

**Provides a concluding statement** that restates the main idea and reflects on the importance of the information provided



**End of Unit 2 Assessment:**  
Writing an Informative Text about the Challenge of Accessing Books

.....  
**Name:**

.....  
**Date:**

**Directions:** Throughout Unit 2, you have been reading texts about the challenges faced by children accessing books in other places in the world and how those challenges are overcome. On the Mid-Unit 2 Assessment, you read a text about children in Mongolia. Reread pages 20 and 21 of *My Librarian Is a Camel*. Then, write a paragraph to answer the following question: What challenges do children in Mongolia face when accessing books, and how are these challenges overcome?

**A well-written paragraph:**

- Introduces the topic by describing the geography of Mongolia
- Has a clear topic sentence
- Describes the challenges faced when accessing books and how those challenges are overcome
- Uses facts, and details from *My Librarian Is a Camel*: pages 20 and 21
- Follows rules of writing (spelling, punctuation, and grammar)

**Now, begin work on your paragraph.** Manage your time carefully so that you can:

1. Reread pages 20 and 21 of *My Librarian Is a Camel*.
2. Plan the paragraph using the Close Read: *My Librarian Is a Camel*: Mongolia note-catcher.
3. Write the paragraph.
4. Check the Informational Texts anchor chart to be sure your piece meets all the criteria.

.....  
**Name:**

.....  
**Date:**

**Research Question:** What are the challenges people face when learning, and how are they overcome?

**Focus Statement:**

**Source:**

<b>Overcoming Learning Challenges in</b> <hr style="width: 50%; margin: 0 auto;"/> <b>Who is facing the challenge?</b> <hr style="width: 50%; margin: 0 auto;"/>	
<b>Geographical Features</b>	
<p style="text-align: center;"><b>Challenge</b></p> <p>What challenge(s) are faced?</p>	<p style="text-align: center;"><b>How the Challenge Is Overcome</b></p> <p>How do the people in the text overcome those challenges?</p>
<b>Importance of the Library</b>	



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**Mid-Unit 3 Assessment:**  
Writing an Informative Paragraph about *More Than Anything Else*  
(For Teacher Reference)

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.3, and W.3.2. Students use notes from the previous lesson to write an informative paragraph that answers the question: What is the lesson in *More Than Anything Else*? Students show a deep understanding of the main idea and main character in the text by describing the lessons learned from Booker’s struggle to overcome the challenge of learning to read.

**CCSS Assessed:**

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
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.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.

**Mid-Unit 3 Assessment:**

Writing an Informative Paragraph about *More Than Anything Else*  
(Sample Proficient Response: Scorepoint 3, for Teacher Reference)

Use rows A–H on the Informative Writing: Grade 3 Rubric and the sample response below to assess student writing.

*More Than Anything Else* by Marie Bradby is a book about a nine-year-old boy named Booker who really wants to learn how to read. This story teaches us that practice and perseverance can help someone overcome big challenges and achieve his or her goals. Booker does not go to school and has to work during the day at the salt works. One day, Booker sees a man reading a newspaper aloud, and tells his mother that he wants to learn to read, so she gives him a small alphabet book. He draws the letters and tries to figure out the sounds, but the letters still don't make sense. Learning to read is very hard, but Booker does not give up! He finds the man who was reading the newspaper and asks for help. The man teaches him, and he learns how to read. This story shows us that practice, perseverance, and asking for help can help us overcome even the biggest challenges.

**Introduces the topic** by stating the title and author of the book and providing a brief summary

**Clearly states the lesson in the story**

**Uses linking words and phrases** (and, so, but) **to connect ideas**

**Groups related information together**, first discussing the challenges, then how they are overcome

**Develops the topic with facts and details** from the text that explain how Booker practices and perseveres to achieve his goals.

**Provides a concluding statement** that restates the main idea and reflects on the importance of the information provided

**Mid-Unit 3 Assessment:**  
Writing an Informative Paragraph about *More Than Anything Else*

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**Name:**

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**Date:**

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**Directions:** Throughout Units 1 and 2, you have been reading text to identify the challenges and how those challenges were overcome. At the beginning of this unit, you listened to a read-aloud of *More Than Anything Else* by Marie Bradby, took notes, and closely read a key excerpt from the text. Now you are going to write an informative paragraph to answer the question: What is the lesson in *More Than Anything Else*? Use details from the notes you color-coded in class to explain your thinking.

**A well-written paragraph:**

- Introduces the book and the author and briefly explains what the book is about
- Contains a topic sentence about the lesson in the story
- Includes details from the text and explains how each detail conveys the lesson in the story
- Provides a concluding sentence that restates the topic
- Follows the rules of writing (spelling, punctuation, and grammar)

**While you are working, refer to:**

- Reading for Gist and Recounting the Story: *More Than Anything Else* note-catcher
- Close Reading note-catcher

**Now, begin work on your paragraph.** Manage your time carefully so that you can:

1. Look over your notes and think about the lesson in the story.
  2. Plan the paragraph and think about what you are going to say.
  3. Write the paragraph.
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**End of Unit 3 Assessment:**  
Recording an Audiobook and Revising Reading Contract  
(For Teacher Reference)

This assessment centers on CCSS ELA RF.3.4b, SL.3.5, W.3.2, and W.3.5 and has two parts. In Part I, small groups of students work together to record an audiobook of either *Rain School* or *Nasreen’s Secret School*. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback.

**CCSS Addressed:**

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
W.3.2b	Develop the topic with facts, definitions, and details.
W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2d	Provide a concluding statement or section.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)

End of Unit 3 Assessment, Part I:  
Recording an Audiobook  
(For Teacher Reference)

**Directions:** In this unit, you have been discussing reading challenges. One strategy you have identified that might help students who find it difficult to read a new text is listening to an audio version of a text. For Part I of this assessment, you will work with a group to record an audio version of either *Rain School* or *Nasreen’s Secret School*. Each student in your group will be responsible for reading a different excerpt of the book. When you put these together, they will tell the whole story.

You have been assigned pages \_\_\_\_\_ and \_\_\_\_\_ of *Rain School / Nasreen’s Secret School* (pages filled in and book circled by teacher).

Refer to the criteria you recorded on the **Fluent Readers Do These Things** anchor chart as you prepare and read your excerpt aloud.

Notes:

To prepare the activity: Allow students to choose the book they will be working with. Divide the book into sections based on the number of students sharing the reading in each group. Be sure that each child has at least a two-page spread to read, assigning longer sections to students who are more competent readers.

To assess the activity: Copy the reading fluency checklist on the next page for each student. Listen to students read live or listen to the audio recording to assess each student’s ability to read grade-level prose orally with accuracy, appropriate rate, and expression on successive readings.

End of Unit 3 Assessment, Part I:  
Recording an Audiobook  
Reading Fluency Checklist

\*Shaded rows are not addressed on this assessment.

Student Name:		Reading Fluency Checklist	
Standard	Characteristics of Fluent Reading	Yes? No?	Teacher Comments
RF.3.4a	Gives a grade-appropriate summary of the text to demonstrate comprehension and understanding.		
RF.3.4b,c	Reads with 99-100% accuracy.		
RF.3.4c	Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.		
RF.3.4a,b	Reads at a rate that is appropriate for the piece.		
RF.3.4a,b	Reading flows smoothly, without many breaks.		
RF.3.4a,b	Reads groups of related words and phrases together.		
RF.3.4a,b	Notices and reads punctuation (e.g., pauses after a comma; questions sound like questions).		
RF.3.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).		
RF.3.4b	(For prose or poetry) Facial expressions and body language match expression in voice.		

**End of Unit 3 Assessment, Part II:  
Revising Reading Contract  
(For Teacher Reference)**

**Directions:** Earlier in this unit, after reading *More Than Anything Else* and *Thank You, Mr. Falker*, you discussed reading challenges and how to overcome them. You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them. Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

For this assessment, you will revise your reading contract based on teacher and peer feedback in order to create a final copy. Peer feedback will be focused on linking words and phrases, while your teacher’s feedback will be focused on the content of each part of your contract. Look at the feedback on your piece and use it to improve your writing.

Notes: Use the rubric below to assess the student’s ability to strengthen writing by responding to feedback.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
4 - Advanced	<b>3 - Proficient</b>	2 - Developing	1 - Beginning
Revisions clearly and comprehensively reflect feedback from peers and significantly strengthen the piece	Revisions clearly and comprehensively reflect feedback from peers and improve the piece	Revisions reflect some feedback from peers and improve the piece	No revisions made, or revisions made do not reflect peer feedback
Revisions clearly and comprehensively reflect feedback from the teacher and significantly strengthen the piece	Revisions clearly and comprehensively reflect feedback from teacher and improve the piece	Revisions reflect some feedback from the teacher and improve the piece	No revisions made, or revisions made do not reflect teacher feedback

End of Unit 3 Assessment, Part I:  
Recording an Audiobook.....  
**Name:**.....  
**Date:**  
.....

**Directions:** In this unit, you have been discussing reading challenges. One strategy you have identified that might help students who find it difficult to read a new text is listening to an audio version of a text. For Part I of this assessment, you will work with a group to record an audio version of either *Rain School* or *Nasreen’s Secret School*. Each student in your group will be responsible for reading a different excerpt of the book. When you put these together, they will tell the whole story.

You have been assigned pages \_\_\_\_\_ and \_\_\_\_\_ of *Rain School / Nasreen’s Secret School*.

Refer to the criteria you recorded on the **Fluent Readers Do These Things** anchor chart as you prepare and read your excerpt aloud.

End of Unit 3 Assessment, Part II:  
Revising Reading Contract  
Drafting

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**Name:**

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**Date:**

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**Directions:** Earlier in this unit, after reading *More Than Anything Else* and *Thank You, Mr. Falker*, you discussed reading challenges and how to overcome them. You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them. Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

For this assessment, you will revise your reading contract based on teacher and peer feedback in order to create a final copy. Peer feedback will be focused on linking words and phrases, while your teacher's feedback will be focused on the content of each part of your contract. Look at the feedback on your piece and use it to improve your writing.

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# Education

## **Grade 3: Module 1:** **Performance Task**



### Summary of Task

#### Reading Strategies Bookmark

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. **This task addresses CCSS ELA W.3.4 and W.3.5.**

### Format

Bookmark (created template or cardstock)

### Standards Assessed through This Task

- 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.

**Student-Friendly Writing Invitation/Task Description**

Now that you have written a reading contract describing two of your challenges and some strategies to overcome those challenges, you are going to make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently. Your bookmark should include your reading challenges and strategies to overcome those challenges written clearly and concisely so you can see them quickly. It should also be eye-catching so that as you read independently, you are reminded of your strategies.

**Key Criteria for Success**

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 criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

**Your bookmark will include:**

- Two reading challenges
- Two strategies to overcome each of the challenges
- An eye-catching design

**Options for Students**

- Extension: Students may create general reading strategies bookmarks for students in grade 2.
- Students could use technology or craft materials to create bookmarks.

**Options for Teachers**

- Students may share their bookmarks and reading strategies with a grade 2 or another grade 3 class.

Performance Task Anchor Chart  
W.3.4, W.3.5

Now that you have written a reading contract describing two of your reading challenges and some strategies to overcome those challenges, you are going to make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently.

**Your bookmark will include:**

- Two reading challenges
- Two strategies to overcome each of the challenges
- An eye-catching design

**Bookmark Template**  
W.3.5

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**Name:**

.....  
**Date:**

