



**Overcoming Learning Challenges
Near and Far
Grade 3: Module 1
Student Workbook**

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?

I Notice (things I see)	I Wonder (questions I have)

Reading for Gist and Recounting the Story: *Waiting for the Biblioburro*
 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)	

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 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.

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

Topical Vocabulary

Topical vocabulary: words related to a particular topic

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

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.	

Affix List

Name: _____

Date: _____

*

Prefixes (before the root)

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

Affix List*
 (continued)

Roots

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

Affix List*
 (continued)

Suffixes (after the root)

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

Research Reading Review Form

Name:

Date:

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

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

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

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)

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)

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?

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.

Finding the Gist and Unfamiliar Vocabulary: Kenya Note-Catcher

RI.3.4, L.3.4

.....
Name:

.....
Date:

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

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

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

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (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:

Text	Gist What is it mostly about?	Unfamiliar Vocabulary	Meaning (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			

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

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"> • Finland: paragraph 1 • Thailand: paragraphs 1 and 2 • Zimbabwe: paragraph 1 	 <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"> • Finland: paragraph 2 • Thailand: paragraphs 3–5 • Zimbabwe: paragraphs 2–4 	<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"> • Finland: paragraph 3 • Thailand: paragraph 6 • Zimbabwe: paragraph 5 	<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>

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.

Reading, Understanding, and Explaining a New Text					
Standard	Criteria for reading, understanding, and explaining a new text	4 On Target	3 Getting There	2 Working on It	1 Need Support
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"> • Use context. • Use affixes and roots. • Use reference materials. 				
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?

Teacher Response:

3. How can I improve next time?

Teacher Response:

Tracking Progress: Reading, Understanding, and Explaining New Text

Name:

Date:

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 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.

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

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)	
Message/Lesson/Moral: What is one message, lesson, or moral the author wants you to take away from this book?	

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.

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:

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

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 _____.

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.

Challenges and Strategies Note-catcher
W.3.5

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

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

Reading Challenges	Strategies
1.	
2.	

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!

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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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: _____

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.

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

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

Standard	Characteristics of an Effective Informative Piece	4 Advanced	3 Proficient	2 Developing	1 Beginning
*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

Standard	Characteristics of an Effective Informative Piece	4 Advanced	3 Proficient	2 Developing	1 Beginning
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?

Teacher Response:

3. How can I improve next time?

Teacher Response:

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 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*¹ 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.

¹ 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"> 1. Affixes Practice I 2. Research reading for 10 minutes and record new vocabulary in vocabulary log 	<ol style="list-style-type: none"> 1. Lesson 7 2. N/A 	
6	Students learn how to write a short constructed response and receive independent reading journals.	<ol style="list-style-type: none"> 3. Affixes Practice II 4. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 7 2. Teacher will check independent reading journals strategically. 	
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"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
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"> 1. Research reading and answering prompt 2. For ELLs: Language Dive: Part I Practice 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 2. Lesson 9 	

* 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"> 1. Research reading and answering prompt 2. For ELLs: Language Dive: Part II Practice 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 2. Lesson 10 	
10	Students practice writing short constructed responses and participate in a peer critique on spelling, capitalization, and punctuation.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
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"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

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

Name: _____

Date: _____

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

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
---------------	---------------------------------	----------------------	--------------

-
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:
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. Lesson 7	
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"> 1. Research reading and answering prompt 2. For ELLs: Language Dive Practice II 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 2. Lesson 7 	
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"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
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"> 1. Respond to an informative writing prompt 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 11 2. Teacher will check independent reading journals strategically. 	
8	Students analyze a model and draft their informative paragraph about their expert group's country.	<ol style="list-style-type: none"> 1. Respond to an informative writing prompt 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 11 2. 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 *
9	Students engage in peer critique to revise their informative paragraphs for organization.	<ol style="list-style-type: none"> 1. Respond to an informative writing prompt 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 11 2. Teacher will check independent reading journals strategically. 	
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"> 1. Respond to an informative writing prompt 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 11 2. Teacher will check independent reading journals strategically. 	
11	Students write a new informative paragraph for the end of unit assessment.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
12	Students share what they have learned throughout the unit in a small group discussion.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

* 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>Definition in your own words</p>	<p>Synonyms (words that mean the same)</p>
<p>Words with the same affix or root</p>	<p>Sketch</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
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2. Sketch the meaning of the sentence above.

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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:
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 Bradby¹ 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.

¹ *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. 2. Lesson 7	
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. Lesson 10 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. Lesson 10 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"> 1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt 3. For ELLs: Language Dive II 	<ol style="list-style-type: none"> 1. Lesson 10 2. Teacher will check independent reading journals strategically. 3. Lesson 7 	
6	Students write the introduction to their reading contract and practice reading aloud audiobook excerpts.	<ol style="list-style-type: none"> 1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 10 2. Teacher will check independent reading journals strategically. 	
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"> 1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 10 2. Teacher will check independent reading journals strategically. 	

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"> 1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 10 2. Teacher will check independent reading journals strategically. 	
9	Students write the concluding paragraphs of their reading contract and continue to practice reading aloud fluency excerpts.	<ol style="list-style-type: none"> 1. Reading Fluency practice (excerpt from <i>Rain School</i> or <i>Nasreen's Secret School</i>) 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 10 2. Teacher will check independent reading journals strategically. 	
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"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
11	Students plan their reading strategies bookmarks.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

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>Definition in your own words</p>	<p>Synonyms (words that mean the same)</p>
<p>Words with the same affix or root</p>	<p>Sketch</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
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2. Sketch the meaning of the sentence above.

--

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.

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

_____.