

Third Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represents our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate maps. By providing a map for each competency the curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Map. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. 		

Third Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
Guidance for the ELA Block		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades 3-5 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS 3rd grade students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> • Working with High-Quality Texts (at least 45-60 minutes daily) – including reading, discussing, writing about, and listening to texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit. • Ongoing Practice with Foundational Literacy Skills (at least 30 minutes daily) – including instruction and practice reading texts that are targeted at building and strengthening decoding skills and word recognition. In grades 3-5 students should also work with multisyllabic words and words with irregular spellings, as specified in the Standards. • A Volume of Reading (as much as possible) – additional reading (guided, independent, or shared) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation <p>In 3rd grade, students should receive a total of 120 minutes of Tier 1 ELA instruction daily. We suggest approaching the Grades 3-5 ELA block in two portions: <i>Module Study</i> and <i>Small Group Instruction</i>, each about 60 minutes, though structure should be flexible to best meet the needs of students. Foundational skills instruction should be thoughtfully included in <i>both or either</i> of the Module Study and Small Group Instruction portions of the block, depending on the specific content goals for the day, week, and unit.</p>		
Guidance for Small Group Instruction		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with literacy workstations. The small group rotations are often divided into three 20-minute rotations or four 15-minute rotations equaling about 60 minutes of small group reading instruction. In the upper grades, the teacher led guided group provides a context in which the teacher can provide additional support for students in working with complex texts and additional support for students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p> <p>Possible literacy workstations for 3rd grade are listed below. For more information about these workstations, see the Resource Toolkit on page 4.</p> <ul style="list-style-type: none"> • Additional Work with Complex Text - Students work on the various aspects of text (meaning, language, structure, or knowledge) individually, with a partner, or with a teacher-led small group. This is an opportunity to provide additional instruction with the anchor text or supplemental text from their whole group unit or module study. • Show the Rule™ Grammar Protocol - Use the Show the Rule protocol throughout the week to reinforce the identified grammar skill. This protocol gives students an opportunity to practice and apply what they have learned about grammar through text and creative writing rather than by completing worksheets or practice in isolation. • Independent Reading - Students need to read a large volume and wide range of texts to become strong readers, and this reading practice is best accomplished when students have accountability for their independent reading, through reading logs, conversations with teachers and peers, weekly checkpoints and assignments when they finish a text. Teachers should leverage school libraries, classroom libraries, and supplemental texts from whole group units to provide students with options for independent reading. • Word Study (Decoding, Spelling Principle, Vocabulary) - Word study is a combination of phonics (decoding), spelling principle, and vocabulary instruction. Word study gives students an opportunity to investigate and understand patterns and word relationships and apply this knowledge to their reading and writing. Teachers should utilize the <i>Journeys</i> Decoding, Spelling, and Vocabulary lessons for explicit instruction and determine ways to provide students with access to those skills within text. • Fluency - Fluency is a bridge between word recognition and comprehension. Fluency practice involves ample <i>practice</i> for students, including repeated readings of the sample text and independent, partner, and small group practice, to prepare them to <i>perform</i> on a fluency task. • Writing - Research shows that reading and writing develop hand in hand. In this station, students should be given multiple opportunities and materials to practice and improve writing skills, including writing in response to the anchor text(s), comparing texts, routine writing through journals or other prompts, and/or editing and revising writing. 		

Third Grade	Quarter 1: Meaning-Based Curriculum Map-EL	Module 1
SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

ESSA

ESSA is a federal education law committed to equal opportunity for all students. ESSA is about equity and ensuring the federal guardrails are in place, which include provisions that will help to ensure success for all students and schools. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

ESL: English Language Development

To support teachers in helping to ensure success for ESL students in the general education classroom, the EL curriculum provides recommendations for scaffolds for the ELL students in the section called *Meeting Students Needs*. Model Performance Indicators (MPIs) help to make content comprehensible for all learners. The link and the MPI chart below provide instructional recommendations for scaffolds based on the student’s level.

Model Performance Indicators (MPIs): Provide examples (models) of assessable language skills. Reflect the second language acquisition process. Describe how students can use the language (purpose). Relate to specific criteria and elements of academic language. Provide the anchors for curriculum, instruction, and assessment.

	Level 1 (Entering)	Level 2 (Emerging)	Level 3 (Developing)	Level 4 (Expanding)	Level 5 (Bridging)
Listening	<i>Match pictures of key details (vocabulary) from informational text to words read aloud by a teacher/partner.</i>	<i>Sort pictures of key details in informational text according to corresponding basic sentences read aloud by a partner.</i>	<i>Sequence key details that support the main topic of an informational text written in extended sentences from oral presentation with a partner.</i>	<i>Organize details that support the main idea of informational text told in expanded oral discourse with visual support.</i>	<i>Interpret key details that support the main topic in orally presented informational text using complex grade-level oral discourse with visual support.</i>
Reading	<i>Sequence a series of pictures to retell key details of informational text with a partner.</i>	<i>Locate key details within illustrated informational text with a partner.</i>	<i>Sequence key details written in simple sentences on sentence strips with a peer.</i>	<i>Organize main topics and key details from informational text in a graphic organizer with a small group.</i>	<i>Draw conclusions about key details written in complex language using a graphic organizer.</i>
Speaking	<i>Name key details (words) in familiar informational text using illustrations when repeating after a peer.</i>	<i>Describe key details of informational text using phrases and short sentences with visual support such as photos, illustrations and picture books with modeled support.</i>	<i>Retell key details and main topics of informational text using basic sentence structures with models and visual support such as photos, illustrations or picture books.</i>	<i>Explain the main topic and key details of informational text using specific and some technical content-area language in expanded sentences while working with a partner.</i>	<i>Discuss the main topic and key details of informational text using creative word choice and technical and abstract language in multiple complex sentences in a small group.</i>
Writing	<i>Draw and label (with words) illustrations that represent key details of informational text with modeled support.</i>	<i>Compose phrases or short sentences for labeled illustrations representing key details of informational text with a peer.</i>	<i>Retell (in short sentences) the main topic and details of a text supported by a labeled and illustrated flow map.</i>	<i>Summarize the main topics of an informational text and give specific key details in expanded sentences using an illustrated graphic organizer.</i>	<i>Elaborate on the main topic and key details of informational text using organized expression of complex ideas with a word bank.</i>

The WIDA English Language Development (ELD) Standards Connections are found at the following link: <https://www.wida.us/standards/eld.asp>

Meaning-Based Instruction: Structure of an EL Module:

Across all K-5 classrooms, students experience four modules over the course of a school year. Each module has a consistent structure of three units, each of which includes both a mid unit and end of unit assessment.



3 Dimensions of Student Work: Principles that underlie the curriculum:



- **Mastery of student knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate early.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students create complex work, demonstrate craftsmanship, and create authentic work.

Module Overview: Third Grade Module 1: Overcoming Learning Challenges Near and Far

This module uses literature and informational text to introduce students to the power of literacy and how people around the world overcome learning challenges. It is intentionally designed to encourage students to embrace a love of literacy and reading. In Unit 1, students begin to build their close reading skills; they hear stories read aloud, read works in their entirety, and read more challenging excerpts closely. Throughout their readings, students determine the gist, identify the central message, and consider what key details convey that message in the text. In Unit 2, students consider how geography and where one lives in the world affects how one accesses books. Students continue building knowledge and vocabulary related to world geography as they study excerpts from *My Librarian Is a Camel* by Margriet Ruurs, which describes how librarians overcome geographic challenges to get children books. Students apply their learning by writing a simple informative paragraph about how people access books around the world, focusing on the role of specific librarians or organizations they studied.

Finally, in Unit 3 students focus more on what it means to be a proficient and independent reader. They continue to read literature about characters who are motivated to learn to read and overcome struggles to do so. Students assess their challenges as readers, and identify strategies to overcome those challenges. This unit includes a heavy emphasis on building reading fluency. Students write a reading contract in the form of a three-paragraph informative essay, in which they describe two of their learning challenges and some strategies to overcome those challenges. As part of the final performance task, they make an eye-catching reading strategies bookmark to help them remember those strategies as they read independently throughout the rest of the year. This task centers on CCSS ELA Standards **W.3.4** and **W.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.*

Task should align to

- Topic
- Targets
- Texts

The 4 T's	
<p>Topic Overcoming Learning Challenges Near and Far</p>	<p>Task Reading strategies bookmark</p>
<p>Targets CCSS explicitly taught and assessed): W.3.4, and W.3.5</p>	<p>Texts <i>Waiting for the Biblioburro, Rain School, Nasreen's Secret School, My Librarian Is a Camel, and More Than Anything Else</i></p>



Third Grade Module 1: Overcoming Learning Challenges Near and Far Unit 1: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Ethical People

In Unit 1, students read literary texts about children who face challenges with access to education. Throughout the course of the unit, students read three literary texts: *Waiting for the Biblioburro* by Monica Brown, *Rain School* by James Rumford, and *Nasreen’s Secret School* by Jeanette Winter. They read each text for gist, recount the text, determine its central message or lesson, and then closely read and answer text-dependent questions designed to help them explain how that central message or lesson is conveyed through details in the text. Students also identify the challenges faced by the characters and how they are able to overcome them.

Throughout the unit, students are introduced to routines and anchor charts that will be used throughout the rest of the module, as well as the rest of the year. In the first half of the unit, students learn about independent reading and discussion norms and receive their independent reading journals and vocabulary logs. For the mid-unit assessment, students discuss what they like about their independent reading books and the things that they have found challenging. In the second half of the unit, after learning how to write short constructed responses, students read a new literary text, answer selected response questions, and write short constructed responses about questions having to do with the text.

Mid Unit Assessment: [G3M1U1L7: Collaborative Discussions about Independent Reading Books](#)

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.

End of Unit Assessment: [G3M1U1L11: Answering Questions about a Literary Text](#)

This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, 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.

Required Unit Trade book(s): *Nasreen’s Secret School: A True Story from Afghanistan*, *Rain School*, *Waiting for the Biblioburro*

Suggested Pacing: This unit is approximately **2.5 weeks or 11 sessions of instruction.**

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Introduction to the Topic: Inferring the Topic RI.3.1, W.3.8, SL.3.1 TN Standards 3.RL.KID.1, 3.W.RBPK.8, 3.SL.CC.1	1. Opening A. Practicing Observing Closely: I Notice/I Wonder (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Infer the Topic (20 minutes) B. Predicting the Text: Quotes Related to the Content of the Module	<ul style="list-style-type: none"> I can discuss and record what I notice and wonder about resources. (RI.3.1, W.3.8, SL.3.1) I can infer the topic of this module from the resources. (RI.3.1, W.3.8) 	<ul style="list-style-type: none"> I Notice/I Wonder note-catcher (RI.3.1, W.3.8) 	<ul style="list-style-type: none"> Think-Pair-Share Infer the Topic

	<p>(15 minutes) 3. Closing and Assessment A. Introducing the Performance Task and the Module Guiding Questions (10 minutes) 4. Homework A. Read and reflect on the guiding questions for the module. Talk about them with someone at home. How do they make you feel? Why? What do they make you think about? You can sketch or write your reflections.</p>			
<p>Lesson 2 Launching Independent Reading: Book Selection RL.3.10, RI.3.10, SL.3.1, SL.3.6 TN Standards 3.RL.RRTC.10, 3.RI.RRTC.10, 3.SL.CC.1, 3.SL.PKI.6</p>	<p>1. Opening A. Reflections on Module Guiding Questions (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Launching Independent Research Reading (20 minutes) B. Fishbowl: Book Discussion (15 minutes) 3. Closing and Assessment A. Small Group Discussion (10 minutes) 4. Homework A. Read your research book for at least 10 minutes.</p>	<ul style="list-style-type: none"> I can select a research reading book that I want to read. (RL.3.10, RI.3.10) I can talk with a small group, using complete sentences to tell why I chose my book. (SL.3.1, SL.3.6) 	<ul style="list-style-type: none"> Discussion Norms anchor chart (SL.3.1, SL.3.6) 	<ul style="list-style-type: none"> Think-Pair-Share Red Light, Green Light
<p>Lesson 3 Reading for Gist and Determining the Message/Lesson/Moral: Waiting for the Biblioburro RL.3.1, RL.3.2, RL.3.3 TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3</p>	<p>1. Opening A. Reading Aloud: <i>Waiting for the Biblioburro</i> (20 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Say Something: Reading for Gist and Determining the Message, Lesson, or Moral: <i>Waiting for the Biblioburro</i> (30 minutes) 3. Closing and Assessment A. Overcoming Learning Challenges (5 minutes) 4. Homework</p>	<ul style="list-style-type: none"> I can determine the gist of <i>Waiting for the Biblioburro</i>. (RL.3.1, RL.3.3) I can identify the central message, lesson, or moral of <i>Waiting for the Biblioburro</i>. (RL.3.2) 	<ul style="list-style-type: none"> Reading for Gist and Recounting the Story: <i>Waiting for the Biblioburro</i> (RL.3.1, RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Think-Pair-Share Say Something

	A. Read your research book for at least 10 minutes.			
<p>Lesson 4 Reading for Gist and Determining a Lesson: Rain School</p> <p>RL.3.1, RL.3.2, RL.3.3</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3</p>	<p>1. Opening A. Reading Aloud: <i>Rain School</i> (20 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading for Gist and Determining the Lesson: <i>Rain School</i> (30 minutes)</p> <p>3. Closing and Assessment A. Overcoming Learning Challenges (5 minutes)</p> <p>4. Homework A. Read your research book for at least 10 minutes.</p>	<ul style="list-style-type: none"> I can determine the gist of <i>Rain School</i>. (RL.3.1, RL.3.3) I can identify the central message, lesson, or moral of <i>Rain School</i>. (RL.3.2) 	<ul style="list-style-type: none"> Reading for Gist and Recounting the Story: <i>Rain School</i> (RL.3.1, RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Think-Pair-Share
<p>Lesson 5 Close Read: Rain School</p> <p>RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.FL.VA.7a</p>	<p>1. Opening A. Launching Vocabulary Logs (15 minutes) B. Reviewing Learning Targets (10 minutes)</p> <p>2. Work Time A. Close Reading: <i>Rain School</i>, Pages 5–13 (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p> <p>4. Homework A. Complete Affixes Practice I in your Unit 1 homework. B. Read your research book for at least 10 minutes and record any new vocabulary in your vocabulary log.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text explicitly to answer questions about <i>Rain School</i>. (RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4) I can explain how the central message, lesson, or moral is conveyed through details in <i>Rain School</i>. (RL.3.1, RL.3.2) 	<ul style="list-style-type: none"> Vocabulary log (RL.3.4, L.3.4) Close Read Note-catcher: <i>Rain School</i> (RL.3.1, RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Think-Pair-Share Red Light, Green Light
<p>Lesson 6 Writing Short Constructed Responses</p> <p>RL.3.1, W.3.1</p> <p>TN Standards</p>	<p>1. Opening A. Launching Independent Reading Journals (10 minutes) B. Reviewing Learning Target (10 minutes)</p> <p>2. Work Time A. Mini Lesson: Writing Short</p>	<ul style="list-style-type: none"> I can write short constructed responses to answer questions about my research reading text. (RL.3.1, W.3.1) 	<ul style="list-style-type: none"> Research Reading review form 	<ul style="list-style-type: none"> Think-Pair-Share

<p>3.RL.KID.1, 3.W.TTP.1</p>	<p>Constructed Responses to Answer Questions: <i>Rain School</i> (15 minutes) B. Independent Writing: Writing Short Constructed Responses to Answer Questions: Research Reading Text (20 minutes) 3. Closing and Assessment A. Working to Become Ethical People (5 minutes) 4. Homework A. Complete Affixes Practice II in your Unit 1 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 7 Mid-Unit 1 Assessment: Research Reading Discussion RI.3.10, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.6 <u>TN Standards</u> 3.RI.RRTC.10, 3.SL.CC.1, 3.SL.PKI.6</p>	<p>1. Opening A. Introducing the Mid-Unit 1 Assessment Prompt (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 1 Assessment: Research Reading Discussion (40 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can follow discussion norms to talk with a small group about what I like about my book and what I find challenging. (RI.3.10, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.6) I can listen carefully to a small group discussion to provide kind, specific, and helpful feedback. (SL.3.1a) 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Research Reading Discussion (RI.3.10, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.6) 	<ul style="list-style-type: none"> Think-Pair-Share
<p>Lesson 8 Reading for Gist and Determining the Lesson: Nasreen’s Secret School RL.3.1, RL.3.2, RL.3.3 <u>TN Standards</u> 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3</p>	<p>1. Opening A. Reading Aloud: <i>Nasreen’s Secret School</i> (20 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Reading for Gist and Determining the Lesson: <i>Nasreen’s Secret School</i> (30 minutes) 3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can determine the gist of Nasreen’s Secret School. (RL.3.1, RL.3.3) I can identify the central message, lesson, or moral of Nasreen’s Secret School. (RL.3.2) 	<ul style="list-style-type: none"> Reading for Gist and Recounting the Story: <i>Nasreen’s Secret School</i> (RL.3.1, RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Think-Pair-Share

	<p>A. Overcoming Learning Challenges (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete the Language Dive: Part I Practice in your Unit 1 homework.</p>			
<p>Lesson 9 Close Read: Nasreen’s Secret School RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4 TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.FL.VA.7a</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: <i>Nasreen’s Secret School</i>, Pages 1–11 (30 minutes) 3. Closing and Assessment A. Overcoming Learning Challenges (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete the Language Dive: Part II Practice in your Unit 1 homework.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text to answer questions about <i>Nasreen’s Secret School</i>. (RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4) I can explain how the central message, lesson, or moral is conveyed through details in <i>Nasreen’s Secret School</i>. (RL.3.1, RL.3.2) 	<ul style="list-style-type: none"> Close Read Note-catcher: <i>Nasreen’s Secret School</i> (RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 10 Writing Short Constructed Responses RL.3.2, RL.3.3, W.3.2, W.3.5, L.3.2e, L.3.2f, L.3.2g TN Standards 3.RL.KID.2, 3.RL.KID.3, 3.W.TTP.2, 3.W.PDW.5, 3.FL.SC.6</p>	<p>1. Opening A. Recounting the Story: <i>Nasreen’s Secret School</i> (5 minutes) B. Reviewing Learning Target (5 minutes) 2. Work Time A. Writing Short Constructed Responses to Answer Questions: <i>Nasreen’s Secret School</i> (15 minutes) B. Mini Lesson: Spelling, Capitalization, and Punctuation (15 minutes) 3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can write a short constructed response to describe the central message or lesson in <i>Nasreen’s Secret School</i> and how it is conveyed through details in the text. (RL.3.2, RL.3.3, W.3.2, W.3.5, L.3.2e, L.3.2f, L.3.2g) 	<ul style="list-style-type: none"> Short Constructed Response: Lesson/Message in <i>Nasreen’s Secret School</i> (RL.3.2, W.3.2) 	<ul style="list-style-type: none"> Think-Pair-Share

	<p>A. Peer Critique: Short Constructed Responses (20 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 11</p> <p>End of Unit 1 Assessment: Answering Questions about a Literary Text</p> <p>RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.RL.RRTC.10, 3.FL.VA.7a</p>	<p>1. Opening A. Returning Mid-Unit 1 Assessment (5 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. End of Unit 1 Assessment: Answering Questions about a Literary Text (45 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can read closely to answer questions about a text. (RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4) 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Answering Questions about a Literary Text (RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4) 	



Third Grade Module 1: Reading and Writing to Inform: Overcoming Learning Challenges—Books Unit 2: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Ethical People

In Unit 2, students move from analyzing challenges others face in accessing schools to more specifically analyzing challenges others face in accessing books. Students closely read excerpts from *My Librarian Is a Camel* by Margriet Ruurs, 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 begin 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 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 was overcome, using evidence from the excerpt from *My Librarian Is a Camel* read for the mid-unit assessment.

Mid Unit Assessment: [G3M1U2L6: Answering Questions and Identifying the Main Idea of an Informational Text](#)

This assessment centers on CCSS ELA RI.3.1, RI.3.2, RI.3.4, RI.3.10, and L.3.4. Students read an unfamiliar adapted 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.

End of Unit Assessment: [G3M1U2L11: Informative Paragraph: The Challenge of Accessing Books](#)

This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, and W.3.10. 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.

Required Unit Trade book(s): *My Librarian is a Camel*

Suggested Pacing: This unit is approximately **2.5 weeks or 12 sessions of instruction.**

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1 Reading Informational Texts: Understanding the Difference between Informational and Literary Texts RI.3.1, RI.3.4, L.3.4 TN Standards 3.RI.KID.1, 3.RI.CS.4, 3.FL.VA.7a	1. Opening A. Exploring the Text: <i>My Librarian Is a Camel</i> (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Modeling: How a Close Read of Informational Text Differs from a Close Read of Literary Text (15 minutes) B. Reading for Gist: <i>My Librarian Is a Camel</i> , Pages 18–19 (20 minutes)	<ul style="list-style-type: none"> I can find the gist of an informational text. (RI.3.1) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4) 	<ul style="list-style-type: none"> Finding the Gist and Unfamiliar Vocabulary: Kenya note-catcher (RI.3.4, L.3.4) 	<ul style="list-style-type: none"> Think-Pair-Share

	<p>3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Bring a favorite book to school. Be prepared to explain how you got it and why it is your favorite. If you do not have a favorite book, be prepared to explain why. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 2 Close Read: 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 TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.RI.IKI.7, 3.W.TTP.2, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Close Reading: <i>My Librarian Is a Camel</i>, Pages 18–19 (25 minutes) B. Mini Lesson: Determining the Main Idea (15 minutes) 3. Closing and Assessment A. Overcoming Learning Challenges (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete Language Dive Practice I in your Unit 2 homework.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (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) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4, L.3.4a, L.3.4b, L.3.4d) I can determine the main idea of a text and explain how key details support the main idea. (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Close Read Note-catcher: <i>My Librarian Is a Camel</i>, 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) 	
<p>Lesson 3 Writing Informational Texts: Pre-Assessment SL.3.1b, W.3.2, W.3.4 TN Standards 3.SL.CC.1, 3.W.TTP.2, 3.W.PDW.4</p>	<p>1. Opening A. Engaging the Writer: Overcoming Learning Challenges in Kenya (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Baseline Assessment: Paragraph Writing (35 minutes)</p>	<ul style="list-style-type: none"> I can follow our class norms when I participate in a conversation. (SL.3.1b) I can write an informational paragraph that describes the learning challenges children face in Kenya and explains how children overcome them. (W.3.2, W.3.4) 	<ul style="list-style-type: none"> Paragraph Pre-assessment: Overcoming Learning Challenges in Kenya (W.3.2) 	<ul style="list-style-type: none"> Back-to-back and Face-to-Face Red Light, Green Light

	<p>3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 4 Reading Informational Texts: Launching Expert Groups RI.3.1, RI.3.4, L.3.4 <u>TN Standards</u> 3.RI.KID.1, 3.RI.CS.4, 3.FL.VA.7a</p>	<p>1. Opening A. Engaging the Reader: Choosing Expert Groups (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Generating Group Norms (15 minutes) B. Expert Group Work: Reading for Gist and Unfamiliar Vocabulary (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can find the gist of an informational text. (RI.3.1) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4) 	<ul style="list-style-type: none"> Expert Group Finding the Gist and Unfamiliar Vocabulary note-catcher (RI.3.4, L.3.4) 	<ul style="list-style-type: none"> Think-Pair-Share
<p>Lesson 5 Close Read: Expert Group Selections from 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 <u>TN Standards</u> 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.RI.IKI.7, 3.W.TTP.2, 3.W.RBPK.8, 3.FL.VA.7a</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Expert Group Work: Close Read: My Librarian Is a Camel (25 minutes) B. Expert Group Work: Determining the Main Idea (10 minutes) 3. Closing and Assessment A. Overcoming Learning Challenges (5 minutes) 4. Homework</p>	<ul style="list-style-type: none"> I can refer explicitly to the text when answering questions about the text. (RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4) I can determine the main idea of a text and explain how key details support the main idea. (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Close Read Note-catcher: Expert Group <i>My Librarian Is a Camel</i> (RI.3.1, RI.3.2, RI.3.4, RI.3.7, W.3.2, W.3.8, L.3.4) 	<ul style="list-style-type: none"> Back-to-back and Face-to-Face

	<p>A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete Language Dive Practice II in your Unit 2 homework.</p>			
<p>Lesson 6 Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text</p> <p>RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10, L.3.4</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.RI.IKI.7, 3.RI.RRTC.10, 3.FL.VA.7a</p>	<p>1. Opening A. Returning End of Unit 1 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text (35 minutes) 3. Closing and Assessment A. Launching Tracking Progress (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text to answer questions about the text. (RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10, L.3.4) I can find the meaning of unfamiliar vocabulary. (RI.3.4, L.3.4) I can determine the main idea of a text and explain how key details support the main idea. (RI.3.1, RI.3.2) 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment (RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10, L.3.4) Tracking Progress: Reading, Understanding, and Explaining New Texts (RI.3.1, RI.3.4, RI.3.10, L.3.4) 	
<p>Lesson 7 Writing Informative Texts: Planning a Paragraph about My Expert Group's Country</p> <p>W.3.2a, W.3.4, W.3.5, W.3.8</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.8</p>	<p>1. Opening A. Engaging the Writer: Self-Assessing Skills (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (25 minutes) B. Guided Practice: Planning an Informative Paragraph (20 minutes) 3. Closing and Assessment A. Group Share (5 minutes) 4. Homework A. Respond to an informative writing prompt in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading</p>	<ul style="list-style-type: none"> I can identify the characteristics of the introductory sentence(s) in an informative paragraph. (W.3.2a, W.3.4) I can write a clear focus statement that explains the main idea of my paragraph. (W.3.2a, W.3.4, W.3.5) I can use my research notes to plan an informative paragraph. (W.3.2a, W.3.4, W.3.5, W.3.8) 	<ul style="list-style-type: none"> Focus statement draft (W.3.2a, W.3.4) Annotated Close Read Note-catcher: Expert Group <i>My Librarian Is a Camel</i> (W.3.2a, W.3.4, W.3.5, W.3.8) 	<ul style="list-style-type: none"> Thumb-O-Meter Red Light, Green Light

	journal.			
<p>Lesson 8</p> <p>Writing Informative Texts: Drafting a Paragraph about My Expert Group's Country</p> <p>W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, W.3.8</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.8</p>	<p>1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Analyzing a Model (25 minutes) B. Guided Practice: Drafting an Informative Paragraph (20 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Respond to an informative writing prompt in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can identify the characteristics of the body and conclusion sentences in an informative paragraph. (W.3.2a, W.3.2b, W.3.2d, W.3.4) I can draft an informative paragraph that has a clearly stated focus and uses facts, definitions, and details from the text to explain my ideas. (W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, W.3.8) 	<ul style="list-style-type: none"> Annotated Close Read Note-catcher: Expert Group <i>My Librarian Is a Camel</i> (W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, W.3.8) Informative paragraph draft (W.3.2, W.3.4, W.3.5, W.3.8) 	<ul style="list-style-type: none"> Back-to-back and Face-to-Face Thumb-O-Meter
<p>Lesson 9</p> <p>Peer Critique: Revising for Organization</p> <p>W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, SL.3.1b</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.SL.CC.1</p>	<p>1. Opening A. Engaging the Writer (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Modeling the Peer Critique Protocol (20 minutes) B. Peer Critique: Organization (15 minutes)</p> <p>3. Closing and Assessment A. Annotating Drafts for Revision (10 minutes)</p> <p>4. Homework A. Respond to an informative writing prompt in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can give kind, helpful, and specific feedback to my partner. (W.3.5, SL.3.1b) I can critique the organization in my partner's informative paragraph. (W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, SL.3.1b) 	<ul style="list-style-type: none"> Annotated informative paragraph draft (W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, SL.3.1b) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 10</p> <p>Peer Critique: Revising for Purpose</p>	<p>1. Opening A. Engaging the Writer (5 minutes) B. Reviewing Learning Targets (5</p>	<ul style="list-style-type: none"> I can give kind, helpful, and specific feedback to my partner. (W.3.5, SL.3.1b) 	<ul style="list-style-type: none"> Informative paragraph draft (W.3.2a, W.3.2b, W.3.4, W.3.5, SL.3.1b, L.3.2) 	<ul style="list-style-type: none"> Thumb-O-Meter

<p>W.3.2a, W.3.2b, W.3.4, W.3.5, L.3.2, SL.3.1b</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.4, 3.W.PDW.5, 3.FL.SC.6, 3.SL.CC.1</p>	<p>minutes)</p> <p>2. Work Time A. Peer Critique: Purpose (15 minutes) B. Independent Practice: Revising Paragraphs (15 minutes) C. Guided Practice: Editing for Conventions (15 minutes)</p> <p>3. Closing and Assessment A. Pair Share (5 minutes)</p> <p>4. Homework A. Respond to an informative writing prompt in your Unit 2 homework. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can critique the purpose of writing in my partner's informative paragraph. (W.3.2a, W.3.2b, W.3.4, W.3.5, SL.3.1b) I can edit my writing for correct spelling, capitalization, and punctuation. (W.3.5, L.3.2) 		
<p>Lesson 11</p> <p>End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books</p> <p>RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, W.3.10</p> <p>TN Standards 3.RI.KID.1, 3.RI.KID.2, 3.W.TTP.2, 3.W.PDW.4, 3.W.RBPK.8, R.W.RW.10</p>	<p>1. Opening A. Returning Mid-Unit 2 Assessment (5 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books (40 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can refer explicitly to the text to answer questions about the text. (RI.3.1, W.3.2, W.3.10) I can write an informative paragraph that has a clear and maintained focus, that groups related information together, and that is organized so it introduces the topic, develops the topic, and provides a concluding statement. (RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, W.3.10) 	<ul style="list-style-type: none"> End of Unit 2 Assessment (RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, W.3.10) 	<ul style="list-style-type: none"> Red Light, Green Light
<p>Lesson 12</p> <p>Group Discussion: Accessing Books around the World</p> <p>SL.3.1, SL.3.1a, SL.3.6</p> <p>TN Standards</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Preparing for the Jigsaw Protocol</p>	<ul style="list-style-type: none"> I can identify evidence from <i>My Librarian Is a Camel</i> to respond to questions in a discussion. (SL.3.1a) I can effectively participate in a Jigsaw about accessing books around the world. (SL.3.1, 	<ul style="list-style-type: none"> Participation in Jigsaw (SL.3.1, SL.3.6) 	<ul style="list-style-type: none"> Jigsaw Red Light, Green Light

<p>3.SL.CC.1, 3.SL.PKI.6</p>	<p>(15 minutes) B. Jigsaw: Small Group Discussions (20 minutes) 3. Closing and Assessment A. Reflecting on Learning (5 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>SL.3.6)</p>		
------------------------------	---	----------------	--	--



Third Grade Module 1: Writing to Inform: Overcoming Learning Challenges—Reading Unit 3: Curriculum Guidance

Habits of Character/Social-Emotional Learning Focus: Work to Become Effective Learners

In Unit 3, students move from analyzing challenges faced by others, to learning challenges that they face, specifically with reading. This is framed with the book *More Than Anything Else* by Marie Bradby, which describes the reading challenges Booker T. Washington faced. Students hear the whole text read aloud and analyze in detail an excerpt of text that is rich in figurative language and describes the challenges Booker faced in detail. For a mid-unit assessment, students demonstrate their writing skills by writing an informative paragraph recounting Booker's story from *More Than Anything Else* and the lesson they learned through the challenges faced and how those challenges were overcome.

In the second half of the unit, students determine their own reading challenges and some strategies to overcome those challenges. They use The Painted Essay® structure to write a reading contract outlining two of their most significant reading challenges and two strategies to overcome each challenge. Students also practice reading excerpts of *Nasreen's Secret School* and *Rain School* for fluency practice throughout the second half of the unit. For Part I of the End of Unit 3 Assessment, students read an excerpt of *Nasreen's Secret School* or *Rain School* in a group to record an audiobook. In Part II, students revise their reading contracts based on teacher and peer feedback. For the performance task, students create a reading strategies bookmark to quickly reference the reading strategies they have outlined in their reading contract

Mid Unit Assessment: [G3M1U3L3: Informative Paragraph: The Lesson of More Than Anything Else](#)

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.3, RL.3.10, W.3.2, and W.3.10. 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 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.

End of Unit Assessment: [G3M1U3L10: Recording an Audiobook and Revising Reading Contract](#)

This assessment centers on CCSS ELA RF.3.3, 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 *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.

Performance Task: [G3M1U3L11: 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 centers on CCSS ELA W.3.4 and W.3.5.**

Required Unit Trade book(s): *Nasreen's Secret School: A True Story from Afghanistan*, *Rain School*, *Waiting for the Biblioburro*

Suggested Pacing: This unit is approximately **2.5 weeks or 14 sessions of instruction.**

Lesson	Agenda	Daily Learning	Ongoing Assessment	Anchor Charts & Protocols
<p>Lesson 1 Reading for Gist: More Than Anything Else</p> <p>RL.3.1, RL.3.2, RL.3.3</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3</p>	<p>1. Opening A. Introducing the End of Unit 3 Assessment, Part II Prompt (10 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Reading Aloud: <i>More Than Anything Else</i> (15 minutes) B. Recounting the Story and Determining the Lesson: <i>More Than Anything Else</i> (25 minutes)</p> <p>3. Closing and Assessment A. Reflecting on Learning (5 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can determine the gist of <i>More Than Anything Else</i>. (RL.3.1, RL.3.3) I can identify the central message, lesson, or moral of <i>More Than Anything Else</i>. (RL.3.2) 	<ul style="list-style-type: none"> Reading for Gist and Recounting the Story: <i>More Than Anything Else</i> (RL.3.1, RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Think-Pair-Share Thumb-O-Meter
<p>Lesson 2 Close Read: Pages 20–21 from More Than Anything Else</p> <p>RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.FL.VA.7a</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Determining the Meaning of Unfamiliar Vocabulary: <i>More Than Anything Else</i>, Pages 20–21 (10 minutes) B. Close Reading: <i>More Than Anything Else</i>, Pages 20–21 (30 minutes)</p> <p>3. Closing and Assessment A. Working to Become Effective Learners: Perseverance (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. B. For ELLs: Complete Language Dive I Practice in your Unit 2</p>	<ul style="list-style-type: none"> I can find the meaning of unfamiliar words and phrases, including figurative language in an excerpt of <i>More Than Anything Else</i>. (RL.3.4, L.3.4) I can explain how the central message, lesson, or moral is conveyed through details in an excerpt of <i>More Than Anything Else</i>. (RL.3.1, RL.3.2, RL.3.3) 	<ul style="list-style-type: none"> Close Read Note-catcher: <i>More Than Anything Else</i>, Pages 20–21 (RL.3.1, RL.3.3) 	<ul style="list-style-type: none"> Red Light, Green Light

	Homework.			
<p>Lesson 3 Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of More Than Anything Else</p> <p>RL.3.1, RL.3.2, RL.3.3, W.3.2</p> <p>TN Standards 3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.W.TTP.2</p>	<p>1. Opening A. Returning End of Unit 2 Assessment (5 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Analyzing a Model (15 minutes) B. Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of <i>More Than Anything Else</i> (25 minutes)</p> <p>3. Closing and Assessment A. Introducing the End of Unit 3 Assessment, Part I Prompt (10 minutes)</p> <p>4. Homework A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write an informative paragraph that describes the lesson and how it is conveyed in <i>More Than Anything Else</i>. (RL.3.1, RL.3.2, RL.3.3, W.3.2) 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of <i>More Than Anything Else</i> (RL.3.1, RL.3.2, RL.3.3, W.3.2) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 4 Reading Proficiently and Independently: The Power of Setting Goals</p> <p>W.3.5, SL.3.5, RF.3.4</p> <p>TN Standards 3.W.PDW.5, 3.SL.PKI.5, 3.FL.F.5</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Idea Shop, Part I: Strategies to Overcome Challenges (25 minutes) B. Idea Shop, Part II: Selecting Challenges and Strategies (15 minutes) C. Working to Become Effective Learners: Collaboration (5 minutes)</p> <p>3. Closing and Assessment A. Generating Reading Fluency Criteria (10 minutes)</p> <p>4. Homework A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.</p>	<ul style="list-style-type: none"> I can identify strategies to overcome reading challenges to become an independent and proficient reader. (W.3.5, SL.3.5) I can analyze someone reading aloud effectively to generate criteria for reading fluency. (RF.3.4) 	<ul style="list-style-type: none"> Idea Shop anchor charts Challenges and Strategies note-catcher (W.3.5) 	<ul style="list-style-type: none"> Thumb-O-Meter Idea Shop Protocol

	<p>B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 5 Writing a Reading Contract: Analyzing a Model W.3.2, W.3.5, RF.3.4, SL.3.5 TN Standards 3.W.TTP.2, 3.W.PDW.5, 3.FL.F.5, 3.SL.PKI.5</p>	<p>1. Opening A. Engaging the Reader (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Analyzing a Model (25 minutes) 3. Closing and Assessment A. Reading Fluency Practice: Role-Alike Pairs (20 minutes) 4. Homework A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal. C. For ELLs: Complete Language Dive II Practice in your Unit 3 Homework.</p>	<ul style="list-style-type: none"> • I can use The Painted Essay structure to analyze a model. (W.3.2, W.3.5) • I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5) 	<ul style="list-style-type: none"> • The Painted Essay® template (W.3.2) 	<ul style="list-style-type: none"> • Thumb-O-Meter
<p>Lesson 6 Writing a Reading Contract: Drafting the Introduction W.3.2a, RF.3.4, SL.3.5 TN Standards 3.W.TTP.3, 3.FL.F.5, 3.SL.PKI.5</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of an Introductory Paragraph (10 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Shared Writing: Writing an Introduction (25 minutes) B. Working to Become Effective Learners: Responsibility (5 minutes) 3. Closing and Assessment A. Reading Fluency Practice: Role-Alike Group (15 minutes) 4. Homework A. Practice reading your excerpt aloud for the End of Unit 3</p>	<ul style="list-style-type: none"> • I can write an introductory paragraph for my reading contract. (W.3.2a) • I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5) 	<ul style="list-style-type: none"> • Introduction to reading contract (W.3.2a) 	

	<p>Assessment audiobook. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 7 Writing a Reading Contract: Drafting Proof Paragraph 1 W.3.2a, W.3.2b, RF.3.4, SL.3.5 <u>TN Standards</u> 3.W.TTP.3, 3.FL.F.5, 3.SL.PK1.5</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of Proof Paragraph 1 (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Guided Practice: Writing Proof Paragraph 1 (25 minutes) 3. Closing and Assessment A. Reading Fluency Practice: Role-Alike Group (15 minutes) 4. Homework A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write proof paragraph 1 of my reading contract. (W.3.2a, W.3.2b) I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5) 	<ul style="list-style-type: none"> Proof paragraph 1 of reading contract (W.3.2b) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 8 Writing a Reading Contract: Drafting Proof Paragraph 2 W.3.2a, W.3.2b, RF.3.4, SL.3.5 <u>TN Standards</u> 3.W.TTP.3, 3.FL.F.5, 3.SL.PK1.5</p>	<p>1. Opening A. The Painted Essay: Sorting and Color-Coding the Parts of a Proof Paragraph 2 (15 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time A. Guided Practice: Writing Proof Paragraph 2 (25 minutes) 3. Closing and Assessment A. Reading Fluency Practice: Book Group (15 minutes) 4. Homework A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook. B. Accountable Research Reading.</p>	<ul style="list-style-type: none"> I can write proof paragraph 2 of my reading contract. (W.3.2a, W.3.2b) I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5) 	<ul style="list-style-type: none"> Proof paragraph 2 of reading contract (W.3.2b) 	<ul style="list-style-type: none"> Red Light, Green Light

	Select a prompt and respond in the front of your independent reading journal.			
<p>Lesson 9</p> <p>Writing a Reading Contract: Drafting the Conclusion</p> <p>W.3.2d, RF.3.4, SL.3.5</p> <p>TN Standards 3.W.TTP.3, 3.FL.F.5, 3.SL.PKI.5</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Shared Writing: Writing a Concluding Paragraph (25 minutes)</p> <p>3. Closing and Assessment A. Reading Fluency Practice: Book Group (15 minutes)</p> <p>4. Homework A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook. B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can write a concluding paragraph for my reading contract. (W.3.2d) I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5) 	<ul style="list-style-type: none"> Conclusion to reading contract (W.3.2d) 	<ul style="list-style-type: none"> Thumb-O-Meter
<p>Lesson 10</p> <p>End of Unit 3 Assessment, Part I: Audiobook</p> <p>RF.3.4, SL.3.5</p> <p>TN Standards 3.FL.F.5, 3.SL.PKI.5</p>	<p>1. Opening A. Engaging the Reader (15 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. End of Unit 3 Assessment, Part I: Audiobook (30 minutes)</p> <p>3. Closing and Assessment A. Exit Ticket: Reflecting on Learning (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can fluently read an excerpt of text aloud for an audiobook. (RF.3.4, SL.3.5) 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part I: Audiobook (RF.3.4, SL.3.5) Exit Ticket: Reflecting on Learning (RF.3.4, SL.3.5) 	
<p>Lesson 11</p> <p>Performance Task: Planning a Reading Strategies Bookmark</p>	<p>1. Opening A. Feedback on Mid-Unit 3 Assessment (5 minutes)</p>	<ul style="list-style-type: none"> I can turn information from my reading contract into short, concise bullet points. (W.3.4, 	<ul style="list-style-type: none"> Bookmark Bullet Points note-catcher (W.3.4, W.3.5) Bookmark template (W.3.4, 	

<p>W.3.4, W.3.5</p> <p>TN Standards 3.W.PDW.4, 3.W.PDW.5</p>	<p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Synthesizing Information from Reading Contract (20 minutes) B. Designing a Bookmark (20 minutes)</p> <p>3. Closing and Assessment A. Peer Critique: Bookmark Bullets and Design (10 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<p>W.3.5)</p> <ul style="list-style-type: none"> I can plan the layout of my reading strategies bookmark. (W.3.4, W.3.5) 	<p>W.3.5)</p>	
<p>Lesson 12</p> <p>End of Unit 3 Assessment, Part II: Revising a Reading Contract</p> <p>W.3.2c, W.3.5, L.3.2</p> <p>TN Standards 3.W.TTP.2, 3.W.PDW.5, 3.FL.SC.6</p>	<p>1. Opening A. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time A. Mini Lesson: Linking Words and Phrases (10 minutes) B. Peer Critique: Reading Contracts (10 minutes) C. End of Unit 3 Assessment, Part II: Revising Reading Contracts (20 minutes)</p> <p>3. Closing and Assessment A. Tracking Progress (15 minutes)</p> <p>4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> I can critique my partner's reading contract and provide kind, helpful, and specific feedback. (W.3.5) I can revise my reading contract based on teacher and peer feedback. (W.3.2c, W.3.5, L.3.2) 	<ul style="list-style-type: none"> End of Unit 3 Assessment, Part II: Revising a Reading Contract (W.3.2c, W.3.5, L.3.2) Tracking Progress: Informative Writing (W.3.2) 	
<p>Lesson 13</p> <p>Performance Task: Reading Strategies Bookmark</p> <p>W.3.4, W.3.5</p> <p>TN Standards 3.W.PDW.4, 3.W.PDW.5</p>	<p>1. Opening A. Research Reading Share (15 minutes) B. Reviewing Learning Target (5 minutes)</p> <p>2. Work Time A. Creating Final Bookmarks (30 minutes)</p> <p>3. Closing and Assessment</p>	<ul style="list-style-type: none"> I can create a bookmark to remind me of strategies to overcome my reading challenges. (W.3.4, W.3.5) 	<ul style="list-style-type: none"> Reading strategies bookmark (W.3.4, W.3.5) 	<ul style="list-style-type: none"> Red Light, Green Light

	<p>A. Whole Group Share (10 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>			
<p>Lesson 14 Module Celebration: Sharing Work Products SL.3.5 <u>TN Standards</u> 3.SL.PK1.5</p>	<p>1. Opening A. Reviewing Learning Targets (10 minutes) 2. Work Time A. Work Share: Visitors (35 minutes) 3. Closing and Assessment A. Work Share: Students (15 minutes) 4. Homework A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.</p>	<ul style="list-style-type: none"> • I can describe the criteria and process I followed to create my work products. (SL.3.5) • I can use my reading contract and reading strategies bookmark to describe the reading challenges I face and strategies I will use to overcome those challenges. (SL.3.5) 		<ul style="list-style-type: none"> • Thumb-O-Meter

*To access this module and other Third Grade modules access the following web address- <http://curriculum.education.org/curriculum/ela/grade-3/>