



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1

Overview



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Unit 1: Seeking the Power of Education and Reading

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

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

Guiding Questions And Big Ideas

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



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

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| Content Connections |
| This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content taught during other parts of the day. These intentional connections are described below. |
| NYS Social Studies Core Curriculum |
| People in world communities seek education, and they gain knowledge in similar and different ways. |



Central Texts

1. James Rumford, *Rain School* (New York: Houghton Mifflin Harcourt, 2010); ISBN-13: 978-0 547-24307-8, ISBN-10: 0-547-24307-3.
2. Jeanette Winter, *Nasreen's Secret School* (San Diego: Beach Lane Books, 2009); ISBN-13: 978-1-416-99437 4, ISBN-10: 1-416-99437-8.
3. Heather Henson, *That Book Woman* (New York: Atheneum Books for Young Readers, 2008); ISBN-13: 978-1-4169-0812-8, ISBN-10: 1-1469-0812-9. (just one text for the teacher)
4. Jeanette Winter, *The Librarian of Basra: A True Story from Iraq* (Houghton Mifflin Harcourt, 2005); ISBN-13: 978-0-15-205445-8, ISBN-10: 0-152-05445-6.



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

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



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



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



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



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



Optional: Experts, Fieldwork, And Service

- **Fieldwork:** Visit local and school libraries, or history museums with a focus on U.S. history and segregation.
- **Experts:** Learn from people who have traveled to other countries and encountered reading superheroes (e.g., teachers who have worked abroad, Peace Corps volunteers, etc).

Optional: Extensions

- **Geography:** Research about countries mentioned in reading; locating countries on a map.
- **Art:** Students create portraits of reading superheroes, or portray themselves as reading superheroes.

Preparation and Materials

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