



EXPEDITIONARY
LEARNING

Grade 3: Module 2B: Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Researching to Build Knowledge and Teaching Others:
Connecting Literary and Informational Texts to Study Culture “Then and Now”

In this module, students will use literacy skills to build expertise—using reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. This focus on research intentionally builds on Module 1, in which students explored the superpowers of reading. Specifically, students will seek evidence of culture, which can be thought of as the story of a group of people constructed through the generations; it can be evidenced through ancient and modern-day customs and traditions. The module will begin with a class study of the culture of Japan: Students will read *Magic Tree House: Dragon of the Red Dawn*, a book set in ancient Japan, paired with *Exploring Countries: Japan*, an informational text about modern Japan.

Unit 2 follows a similar pattern, but students work with increasing independence. They will form book clubs to build expertise on a different country—reading a new *Magic Tree House* book set in their selected country, paired with a new *Exploring Countries* informational text to learn about that country’s culture. Students expand their definition of culture to include more than just customs and traditions. In Unit 3, students will demonstrate their expertise about how customs and traditions help us learn about culture by writing a research-based letter to *Magic Tree House* author Mary Pope Osborne that informs Ms. Osborne of customs and traditions that have endured in a culture from ancient to modern time. **This task addresses NYSP12 ELA CCLS W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a.**

Guiding Questions And Big Ideas

- **What defines culture?**
- **How do authors learn and share their knowledge on a topic?**
- *Culture is the way of life that has been passed from one generation to the next.*
- *Authors review, examine, and discuss multiple sources to gather information and build knowledge on a topic.*
- *Authors share knowledge on a topic through literary or informational texts.*



Performance Task

Throughout the module, students have built an understanding of how customs and traditions reflect a country’s culture, and have read a *Magic Tree House* book and accompanying informational texts to gather a rich collection of information. The performance task gives students a chance to share their learning about the culture of the country they have researched. Students will be writing a letter to Mary Pope Osborne, the author of the *Magic Tree House* books, urging her to write a new book, set in the present day, about the country they have researched. In this informative/explanatory letter, students present their research about the culture of the country and suggest ideas for the plot of the new book. **This task addresses NYSP12 ELA CCLS W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a.**

Content Connections

This module is designed to address English Language Arts standards as students read literature and informational texts about the cultures of various countries. However, the module intentionally incorporates Social Studies practices and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:

Unifying Themes (pages 7-8)

- Theme 2: Development, Movement, and Interaction of Cultures: Aspects of culture such as belief systems, religious faith, or political ideals as influences on other parts of a culture such as its institutions or literature, music, and art.

Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades K–4:

- Descriptor 1: Form questions about the world in which we live (page 16).

Key Ideas and Conceptual Understandings, Grade 3, Communities around the World—Learning about People and Places:

- Development, Movement, and Interaction of Cultures: 3.1b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.



CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none">• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none">• I can ask questions to deepen my understanding of a literary text.• I can answer questions using specific details from a literary text.
<ul style="list-style-type: none">• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none">• I can retell a story using key details from the text.• I can identify the main message or lesson of a story using key details from the text.
<ul style="list-style-type: none">• RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none">• I can describe the characters in a story (traits, motivations, feelings).• I can explain how a character's actions contribute to the events in the story.
<ul style="list-style-type: none">• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none">• I can determine the meaning of words using clues from the story.• I can identify literal and nonliteral language in a story.
<ul style="list-style-type: none">• RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<ul style="list-style-type: none">• I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).
<ul style="list-style-type: none">• RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none">• I can compare and contrast elements (themes, setting, plots) of stories by the same author (e.g., series books).



CCS Standards: Reading—Informational	Long-Term Learning Targets
<ul style="list-style-type: none"> RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of an informational text. I can answer questions using specific details from an informational text.
<ul style="list-style-type: none"> RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 	<ul style="list-style-type: none"> I can determine the main idea of an informational text. I can retell key ideas from an informational text.
<ul style="list-style-type: none"> RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<ul style="list-style-type: none"> I can describe how events, ideas, or concepts in an informational text are related. I can describe steps in a procedure, in the order they should happen.
<ul style="list-style-type: none"> RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 	<ul style="list-style-type: none"> I can determine the meaning of unknown words in an informational text.
<ul style="list-style-type: none"> RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<ul style="list-style-type: none"> I can use text features to locate information efficiently.
<ul style="list-style-type: none"> RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<ul style="list-style-type: none"> I can use information from illustrations (maps, photographs) to understand informational texts. I can use information from the words to understand informational texts.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> • W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and information clearly. <ul style="list-style-type: none"> a. I can write an informative/explanatory text that has a clear topic. a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. c. I can use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. I can construct a closure on the topic of an informative/explanatory text.
<ul style="list-style-type: none"> • W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<ul style="list-style-type: none"> • With support from adults, I can produce writing that is appropriate to task and purpose.
<ul style="list-style-type: none"> • W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 	<ul style="list-style-type: none"> • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing.
<ul style="list-style-type: none"> • W.3.7. Conduct short research projects that build knowledge about a topic. 	<ul style="list-style-type: none"> • I can conduct a research project to become knowledgeable about a topic.
<ul style="list-style-type: none"> • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 	<ul style="list-style-type: none"> • I can recall information from experiences. • I can document what I learn about a topic by taking notes. • I can sort evidence into provided categories.



CCS Standards: Speaking and Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> • SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> • I can effectively engage in discussions with diverse partners about third-grade topics and texts. <ul style="list-style-type: none"> a. I can prepare myself to participate in discussions. a. I can draw on information to explore the ideas in a discussion. b. I can follow our class norms when I participate in a conversation. c. I can ask questions so I’m clear about what is being discussed. c. I can ask questions that are on the topic being discussed. c. I can connect my questions to what others say. d. I can explain what I understand about the topic being discussed.
<ul style="list-style-type: none"> • SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 	<ul style="list-style-type: none"> • I can ask questions when I am confused about what a speaker is saying. • I can answer questions to show what I know when listening to a speaker.



CCS Standards: Foundational Skills	Long-Term Learning Targets
<ul style="list-style-type: none">• RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.<ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Decode multi-syllable words.d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none">• I can use a variety of strategies to read words.<ul style="list-style-type: none">a. I can identify the meaning of common prefixes and suffixes.b. I can read words with common suffixes.c. I can read words with more than one syllable.• I can read high-frequency words that don't "play fair."
<ul style="list-style-type: none">• RF.3.4. Read with sufficient accuracy and fluency to support comprehension.<ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none">• I can read third-grade-level texts accurately and fluently to make meaning.<ul style="list-style-type: none">a. I can read third-grade-level texts with purpose.b. I can read third-grade-level texts with fluency.c. I can use clues in the text to check my accuracy.c. I can reread to make sure that what I'm reading makes sense.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., <i>childhood</i>).d. Form and use regular and irregular verbs.e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.f. Ensure subject-verb and pronoun-antecedent agreement.*g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.h. Use coordinating and subordinating conjunctions.i. Produce simple, compound, and complex sentences.	<ul style="list-style-type: none">• I can use grammar conventions to send a clear message to a reader or listener.<ul style="list-style-type: none">a. I can explain the functions of nouns, pronouns, verbs, adjectives, and adverbs.b. I can use regular and irregular plural nouns.c. I can use abstract nouns (e.g., <i>childhood</i>).d. I can use regular and irregular verbs.e. I can use simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).f. I can make subjects and verbs agree in my writing.f. I can make pronouns and antecedents agree in my writing.g. I can use adjectives to describe nouns.g. I can use adverbs to describe actions.h. I can use coordinating and subordinating conjunctions.i. I can write simple, complex, and compound sentences.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> a. I can capitalize appropriate words in titles. b. I can use commas in addresses. c. I can use commas and quotation marks in dialogue. d. I can use possessives in my writing. e. I can spell words that have suffixes added to base words correctly. f. I can use spelling patterns to spell words correctly. g. I can use resources to check and correct my spelling.
<ul style="list-style-type: none"> • L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> • I can express ideas using carefully chosen words. • I can compare how people use language when they write versus when they talk.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none">• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<ul style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none">• I can use a variety of strategies to determine the meaning of words and phrases.<ul style="list-style-type: none">a. I can use what the sentence says to help me to determine what a word or phrase means.b. I can use common prefixes to help me determine what a word means (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).c. I can use the meaning of root words to help me determine the meaning of new words with the same root (e.g., <i>company</i>, <i>companion</i>).d. I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.



Texts

1. Mary Pope Osborne, *Magic Tree House #37: Dragon of the Red Dawn* (New York: A Stepping Stone Book by Random House, 2007), ISBN: 978-0-375-83727-2.
2. Colleen Sexton, *Exploring Countries: Japan* (Minneapolis: Bellwether Media, 2012), ISBN: 978-1-60014-674-9.
3. Mary Pope Osborne, *Magic Tree House #33: Carnival at Candlelight* (New York: A Stepping Stone Book by Random House, 2007), 978-0-375-83034-1. (Enough texts for one-third of the class.)
4. Mary Pope Osborne, *Magic Tree House #34: Season of the Sandstorms* (New York: A Stepping Stone Book by Random House, 2007), 978-0-375-83032-7. (Enough texts for one-third of the class.)
5. Mary Pope Osborne, *Magic Tree House #45: A Crazy Day with Cobras* (New York: A Stepping Stone Book by Random House, 2007), 978-0-375-86795-8. (Enough texts for one-third of the class.)
6. Walter Simmons, *Exploring Countries: Italy* (Minneapolis: Bellwether Media, 2012), 978-1600146732. (Enough texts for one-third of the class.)
7. Jim Bartell, *Exploring Countries: India* (Minneapolis: Bellwether Media, 2011), 978-1600145551. (Enough texts for one-third of the class.)
8. Lisa Owings, *Exploring Countries: Iraq* (Minneapolis: Bellwether Media, 2011), 978-1600145926. (Enough texts for one-third of the class.)
9. "Discovering Culture," written by Expeditionary Learning for instructional purposes.
10. Rachel Grack, *Exploring Countries: France (excerpts)* (Minneapolis: Bellwether Media, 2011), ISBN 978-1-60014-480-6. (no purchase necessary; excerpt only).
11. "Republic of Iraq." In *CultureGrams Kids Edition 2013*. Proquest. 2013. PDF.
12. Cynthia Hatch, "Soccer Mania," in *Faces* (Vol. 22, No. 2), Oct. 2005, 40–41.
13. Shruti Priya and Katherine Darrow, "The Ancient Art of Rangoli," in *Calliope* (Vol. 23, No. 6), March 2013, 34–36.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: Learning about Culture through Literary and Informational Texts			
Weeks 1-3	<ul style="list-style-type: none"> • Building background knowledge on the concept of culture • Close reading of informational text <i>Discovering Culture</i> • Asking and answering questions about <i>Dragon of the Red Dawn</i> • Identifying customs and traditions in a literary text 	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of a literary text. (RL.3.1.) • I can answer questions using specific details from literary text. (RL.3.1.) • I can retell a story using key details from the text. (RL.3.2) • I can identify the main message or lesson of a story using key details from the text. (RL.3.2) • I can determine the meaning of words using clues from the story. (RL.3.4) • I can identify literal and nonliteral language in a story. (RL.3.4) • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) 	



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 1-3, continued		<ul style="list-style-type: none">• I can use information from the words to understand informational texts. (RI.3.7)• I can document what I learn about a topic by taking notes. (W.3.8)• I can sort evidence into provided categories. (W.3.8)• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1).• I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)• I can use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases. (L.3.4d)	



Week	Instructional Focus	Long-Term Targets	Assessments
<p>Weeks 1-3, continued</p>	<ul style="list-style-type: none"> • Introduce homework routine to complete <i>Dragon of the Red Dawn</i> • Using text features to locate information • Identifying customs and traditions in informational text 	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of a literary text. (RL.3.1.) • I can answer questions using specific details from a literary text. (RL.3.1.) • I can retell a story using key details from the text. (RL.3.2) • I can identify the main message or lesson of a story using key details from the text. (RL.3.2) • I can determine the meaning of words using clues from the story. (RL.3.4) • I can identify literal and nonliteral language in a story. (RL.3.4) • I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting). (RL.3.7) • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the meaning of unknown words in an informational text. (RI.3.4) • I can use text features to locate information efficiently. (RI.3.5) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) 	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment: Reading for Key Details recording form: Chapter 6 of <i>Dragon of the Red Dawn</i> (RL.3.1 and RL.3.4)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 1-3, continued</p>		<ul style="list-style-type: none"> • I can use information from the words to understand informational texts. (RI.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) • I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1). 	
	<ul style="list-style-type: none"> • Introduce paragraph writing • Collating customs and traditions from a literary text with customs and traditions from an informational text 	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of a literary text. (RL.3.1.) • I can answer questions using specific details from a literary text. (RL.3.1.) • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can use text features to locate information efficiently. (RI.3.5) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) 	<ul style="list-style-type: none"> • End of Unit 1 Assessment: On-Demand Writing of a Research-Based Informational Paragraph (RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 1-3, continued		<ul style="list-style-type: none">a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.b. I can develop the topic with facts, definitions, and details.c. I can use linking words and phrases to connect ideas within categories of information (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>).d. I can construct a closure on the topic of an informative/explanatory text. <ul style="list-style-type: none">• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)• With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)• I can document what I learn about a topic by taking notes. (W.3.8)• I can sort evidence into provided categories. (W.3.8)• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1).• I can use spelling patterns to spell words correctly. (L.3.2f)• I can express ideas using carefully chosen words. (L.3.3)	



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 1-3, continued		<ul style="list-style-type: none"> I can compare how people use language when they write versus when they talk. (L.3.3a) 	
Unit 2: Case Study: Researching A Country’s Culture “Then and Now”			
Weeks 4-6	<ul style="list-style-type: none"> Launching book club systems and structures Preparing for ongoing discussions Launching “expert” <i>Magic Tree House</i> books Asking and answering questions about the <i>Magic Tree House</i> books Identifying customs and traditions in a literary text 	<ul style="list-style-type: none"> I can ask questions to deepen my understanding of a literary text. (RL.3.1.) I can answer questions using specific details from a literary text. (RL.3.1.) I can retell a story using key details from the text. (RL.3.2) I can identify the main message or lesson of a story using key details from the text. (RL.3.2) I can determine the meaning of words using clues from the story. (RL.3.4) I can identify literal and nonliteral language in a story. (RL.3.4) I can read third-grade-level texts accurately and fluently to make meaning. (RF.3.4) <ul style="list-style-type: none"> a. I can read third-grade-level texts with purpose. b. I can read third-grade-level texts with fluency. c. I can use clues in the text to check my accuracy. c. I can reread to make sure that what I’m reading makes sense. 	



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 4-6, continued</p>		<ul style="list-style-type: none"> • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) • I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1). • I can ask questions when I am confused about what a speaker is saying. (SL.3.3) • I can answer questions to show what I know when listening to a speaker. (SL.3.3) 	
	<ul style="list-style-type: none"> • Continued discussions about texts • Launching <i>Exploring Countries</i> books • Using text features to locate information • Identifying customs and traditions in informational texts 	<ul style="list-style-type: none"> • I can ask questions to deepen my understanding of a literary text. (RL.3.1.) • I can answer questions using specific details from a literary text. (RL.3.1.) • I can retell a story using key details from the text. (RL.3.2) • I can identify the main message or lesson of a story using key details from the text. (RL.3.2) • I can determine the meaning of words using clues from the story. (RL.3.4) • I can identify literal and nonliteral language in a story. (RL.3.4) • I can compare and contrast stories (themes, setting, plots) of stories by the same author (e.g., series books). (RL.3.9) 	<ul style="list-style-type: none"> • Mid-Unit 2 Assessment: Book Discussions and Text-Dependent Questions on the <i>Magic Tree House Books</i> (RL.3.1, W.3.8, SL.3.1, and SL.3.3)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 4-6, continued		<ul style="list-style-type: none">• I can ask questions to deepen my understanding of an informational text. (RI.3.1)• I can answer questions using specific details from an informational text. (RI.3.1)• I can use text features to locate information efficiently. (RI.3.5)• I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)• I can use information from the words to understand informational texts. (RI.3.7)• I can read third-grade-level texts accurately and fluently to make meaning. (RF.3.4)<ul style="list-style-type: none">a. I can read third-grade-level texts with purpose.b. I can read third-grade-level texts with fluency.c. I can use clues in the text to check my accuracy.c. I can reread to make sure that what I'm reading makes sense.• I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 4-6, continued		<ul style="list-style-type: none">a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.b. I can develop the topic with facts, definitions, and details.c. I can use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but).d. I can construct a closure on the topic of an informative/explanatory text. <ul style="list-style-type: none">• I can document what I learn about a topic by taking notes. (W.3.8)• I can sort evidence into provided categories. (W.3.8)• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1).• I can ask questions when I am confused about what a speaker is saying. (SL.3.3)• I can answer questions to show what I know when listening to a speaker. (SL.3.3)• I can use spelling patterns to spell words correctly. (L.3.2f)• I can express ideas using carefully chosen words. (L.3.3)	



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 4-6, continued</p>	<ul style="list-style-type: none"> • Continued discussions of information in texts • Collating customs and traditions from literary texts with customs and traditions from informational texts • Using a variety of resource materials • Synthesizing research • Discussions comparing texts 	<ul style="list-style-type: none"> • I can compare how people use language when they write versus when they talk. (L.3.3) • I can ask questions to deepen my understanding of an informational text. (RI.3.1) • I can answer questions using specific details from an informational text. (RI.3.1) • I can determine the main idea of an informational text. (RI.3.2) • I can retell key ideas from an informational text. (RI.3.2) • I can use text features to locate information efficiently. (RI.3.5) • I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7) • I can use information from the words to understand informational texts. (RI.3.7) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) <ul style="list-style-type: none"> a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. 	<p>End of Unit 2 Assessment: Reading and Writing about a New Informational Text: <i>Exploring France</i> excerpts (RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8)</p>



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
Weeks 4-6, continued		<ul style="list-style-type: none">c. I can use linking words and phrases to connect ideas within categories of information (e.g., <i>also, another, and, more, but</i>).d. I can construct a closure on the topic of an informative/explanatory text.• With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4)• I can document what I learn about a topic by taking notes. (W.3.8)• I can sort evidence into provided categories. (W.3.8)• I can effectively engage in discussions with diverse partners about third-grade topics and texts. (SL.3.1).• I can use spelling patterns to spell words correctly. (L.3.2f)• I can express ideas using carefully chosen words. (L.3.3)• I can compare how people use language when they write versus when they talk. (L.3.3a)	



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 3: Culminating Project: Writing A Research-based Letter to Mary Pope Osborne			
<p>Weeks 7-8, continued</p>	<ul style="list-style-type: none"> • Preparing to write a letter to Mary Pope Osborne • Capturing key details from research for letter 	<ul style="list-style-type: none"> • I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) • I can use text features to locate information efficiently. (RI.3.5) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) <ul style="list-style-type: none"> a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. c. I can use linking words and phrases to connect ideas within categories of information (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>). d. I can construct a closure on the topic of an informative/explanatory text. • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) 	<p>Mid-Unit 3 Assessment: Writing a First Draft of Research-Based Letter to Mary Pope Osborne about Expert Country (RI.3.5, RI3.3, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8., and W.3.10)</p>



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 7-8, continued</p>		<ul style="list-style-type: none"> • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) • I can use coordinating and subordinating conjunctions. (L.3.1h) • I can compare how people use language when they write versus when they talk. (L.3.3b) 	
	<ul style="list-style-type: none"> • Using the writing process to write a letter to Mary Pope Osborne • Revising carefully for language standards. • Editing for conventions 	<ul style="list-style-type: none"> • I can use text features to locate information efficiently. (RI.3.5) • I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2) <ul style="list-style-type: none"> a. I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations. b. I can develop the topic with facts, definitions, and details. c. I can use linking words and phrases to connect ideas within categories of information (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>). d. I can construct a closure on the topic of an informative/explanatory text. 	<ul style="list-style-type: none"> • End Unit 3 Assessment: On-Demand Revising and Editing Research Based Letter to Mary Pope Osborne about Expert Country (W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3) • Final Performance Task: Research-Based Letter to Author about Expert Country (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a)



Week	Instructional Focus	Long-Term Targets (continued)	Assessments
<p>Weeks 7-8, continued</p>		<ul style="list-style-type: none"> • With support from adults, I can produce writing that is appropriate to task and purpose. (W.3.4) • With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5) • I can conduct a research project to become knowledgeable about a topic. (W.3.7) • I can document what I learn about a topic by taking notes. (W.3.8) • I can sort evidence into provided categories. (W.3.8) • I can use coordinating and subordinating conjunctions. (L.3.1h) • I can write simple, complex, and compound sentences. (L.3.1i) • I can spell words that have suffixes added to base words correctly. (L.3.2e) • I can use spelling patterns to spell words correctly. (L.3.2f) • I can express ideas using carefully chosen words. (L.3.3a) 	



Preparation and Materials

Released along with this module is a stand-alone document entitled the Foundational Reading and Language Standards Resources Package for Grades 3-5. This resource package is designed to give teachers resources and guidance for addressing the CCSS foundational reading and language ELA standards. The package includes resources for literacy instruction that occurs alongside the modules. It also cites example lessons within the modules in which these standards are addressed.

The package includes the following resources:

- **Overview:**

- **Organization and Contents Chart:** A visual representation and written description of the resources in this package
- **Research Base:** Research review, implications for instruction, and associated resources for each aspect of foundational reading and language standards instruction.
- **Sample Schedule:** A sample two-week alternating schedule that outlines one way to organize a foundational reading and language instructional block.
- **RF and L Standards within the Module Lessons:** A list of examples of foundational reading and language instruction in the 6-minute module lessons, by grade.
- **References:** Citations for those who would like to do further study.

- **Word Study Criteria:** Specific suggestions and criteria for approaches to word work that teach phonics and word analysis.
- **Additional Work with Complex Text:** Guidance for how to provide additional and more heavily scaffolded support with the complex texts found in the modules.
- **Fluency Resource:** Resources and guidance for fluency instruction.
- **Show the Rule™ Strategy¹:** Resources and guidance for contextualized grammar and conventions instruction.
- **Independent Reading Grades 3-5:** Resources and guidance for launching independent reading with students.

This resources will be referenced throughout Module 2B, when opportunities exist for connecting and differentiating instruction in the module lessons. Before launching this module, review the Foundational Reading and Language Standards Resources Package for Grades 3-5 and determine how your current literacy schedule aligns with the guidelines in this package.

For Grade 3, review the Fluency Resource, aligned with RF.3 and RF.4, before Unit 2, as this unit provides opportunities for fluency work with students. The *Show the Rule™* sample lesson is included in Unit 3.

¹ Used by permission, Eloise Ginty, Vermont Writing Collaborative. For more information and resources, go to www.vermontwritingcollaborative.org.