

Grade 3: Module 1

Module Overview

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.

The 4 T's			
TOPIC	TASK		
Overcoming Learning Challenges Near and Far	Reading strategies bookmark		
TARGETS	TEXT		
(Standards explicitly taught and assessed): W.3.4, and W.3.5	Waiting for the Biblioburro, Rain School, Nasreen's Secret School, My Librarian Is a Camel, and More Than Anything Else		



Performance Task

Reading Strategies Bookmark

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. **This task centers on CCSS ELA W.3.4 and W.3.5.**

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

College, Career, and Civic Life C3 Framework for Social Studies State Standards:

- D2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings.
- D2.Geo.2.3-5: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.
- D2.Geo.7.3-5: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- D2.His.2.3-5: Compare life in specific historical time periods to life today.
- D3.4.3-5: Use evidence to develop claims in response to compelling questions.
- D4.6.3-5: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Habits of Character

Social-emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become effective learners**: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration).

Students also **work to become ethical people**: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion).

See unit overviews for more detail.

Required Trade Book List (for purchase) ¹	Unit 1	Unit 2	Unit 3
1. Bradby, Marie. <i>More Than Anything Else</i> . New York, NY: Orchard Books, 1995. Print.			✓
2. Brown, Monica. <i>Waiting for the Biblioburro</i> . New York, NY: Tricycle Press, 2011. Print.	✓		
3. Polacco, Patricia. <i>Thank You, Mr. Falker</i> . New York, NY: Philomel Books, 1998. Print.			✓
4. Rumford, James. <i>Rain School</i> . New York, NY: HMH Books for Young Readers, 2010. Print.	✓		
5. Ruurs, Margriet. <i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i> . Honesdale, PA: Boyds Mills Press, 2005. Print.		✓	
6. Winter, Jeanette. <i>Nasreen's Secret School: A True Story from Afghanistan</i> . New York, NY: Beach Lane Books, 2009. Print.	✓		
Additional Texts (no purchase necessary; included in the module materials)	Unit 1	Unit 2	Unit 3
7. "More Than Anything Else: Context." Written by EL Education for instructional purposes.			✓
Recommended Texts (for volume of reading on the module topic)	Unit 1	Unit 2	Unit 3
See the stand-alone K–5 Recommended Texts and Other Resources list for detailed suggestions for books, articles, and videos on the module topic.			



CCS Standards

Reading—Literature

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading—Informational Text

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

¹See stand-alone Required Trade Books list for procurement details, including the number of copies of each text.

- **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*.
- **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).
- **RI.3.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading—Foundational Skills

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

Writing

- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 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.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **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.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- **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.
 - 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.
- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 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., *sitting*, *smiled*, *cries*, *happiness*).
 - 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.
- **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.
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Module-at-a-Glance

Weeks 1–2

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

Instructional Focus

- Launch independent reading and collaborative discussion norms.
- Read literary texts *Waiting for the Biblioburro* and *Rain School* for gist and to determine the message or lesson.
- Closely read *Rain School* to determine how the message or lesson is conveyed through details.
- Determine the challenges in each text and how those challenges were overcome.
- Write a short constructed response.
- Read literary text *Nasreen's Secret School* for gist and to determine the message or lesson.
- Closely read *Nasreen's Secret School* to determine how the message or lesson is conveyed through details.
- Determine the challenges in the text and how those challenges were overcome.
- Write a short constructed response.

CCS Standards Assessed

- RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, RI.3.1, RI.3.10, W.3.1, W.3.2, W.3.5, W.3.8, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, SL.3.6, L.3.2, L.3.2e, L.3.2f, L.3.2g, L.3.4, L.3.4c

Assessments and Performance Task

- Mid-Unit 1 Assessment: Collaborative Discussions about Independent Reading Books (SL.3.1, SL.3.3 and SL.3.6)
- 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, and L.3.4)

Weeks 3–5

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

Instructional Focus

- Closely reading excerpts from *My Librarian Is a Camel*.
- Take notes to answer the question: What are the challenges people face when learning, and how are they overcome?
- Write an informative paragraph to answer the question: What are the challenges people face when learning, and how are they overcome?

CCS Standards Assessed

- RI.3.1, RI.3.2, RI.3.4, RI.3.7, RI.3.10, W.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.6, L.3.2, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d

Assessments and Performance Task

- Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text (RI.3.1, RI.3.2, RI.3.4, RI.3.10, and L.3.4)
- End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, and W.3.10)

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

Instructional Focus

- Closely read an excerpt from *More Than Anything Else* for gist and to identify the message and how it was conveyed through details in the text.
- Identify the challenges and how they were overcome in *More Than Anything Else*.
- Analyze model essay.
- Write an informative essay: Reading Contract.
- Revise and edit work.
- Fluency practice.

CCS Standards Assessed

- RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, RF.3.3, RF.3.4, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.10, SL.3.5, L.3.2, L.3.4

Assessments and Performance Task

- Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else* (RL.3.1, RL.3.2, RL.3.3, RL.3.10, W.3.2, and W.3.10)
- End of Unit 3 Assessment: Recording an Audiobook and Revising Reading Contract (RF.3.3, RF.3.4, SL.3.5, W.3.2, and W.3.5)
- Final Performance Task: Reading Strategies Bookmark (W.3.4 and W.3.5)

Optional: Experts, Fieldwork, Service, and Extensions

Community:

- If you have students who have lived in the countries described in the texts in this unit—Colombia, Chad, and Afghanistan—invite family members to come into the classroom to talk with students about life in this country.
- If you have a number of English language learners speaking the same native language, invite family members to come into the classroom to talk with ELLs in their native language about education, books, and reading in their home countries.
- Invite family members or teachers to come into the classroom to talk about what reading instruction was like when they were children, and to discuss some of the reading challenges they faced and how they overcame those challenges.

Experts:

- Have educators or librarians from other countries where things may be different come into the classroom to describe this to students.
- Invite mobile librarians to come into the classroom to talk about why there is a local mobile library (there may be mobile libraries for the elderly or for people in rural places in your area).
- Invite a historian with an expertise on slavery to come and speak with the students about slavery in your particular area in relation to the content of *More Than Anything Else*.

Fieldwork:

- Visit a public library for students to learn how to locate books in the library and the services available to students and families.
- Visit an age-appropriate slavery/civil rights exhibition.

Service:

- Identify people and/or places in need of books and help students to organize a book drive.

Extensions:

- Encourage students to research more about life in one of the countries described in the texts and create a presentation to share with the class to help them better understand life in this country.
- Invite students to perform additional research about education in their expert group country, or about access to books and education in either their country of origin or in a country of interest.
- Create reading strategy bookmarks for younger readers.

Preparation and Materials

See each Unit Overview for a list of any unusual physical materials required (such as puppets or props) for module lessons.

Technology & Multimedia

Tool Name	Purpose in this Module	Suggested Use in this Module	Website URL
Google Docs	To create writing products	Students complete their note-catchers and produce writing in Google Docs.	https://www.google.com/docs/about/
Google Forms	Exit tickets	Exit tickets are created and completed online in a Google Form.	https://www.google.com/forms/about/
Speech to Text: (many newer devices already have this capability; there are also free apps for this purpose, including Dragon Dictation)	To create writing by speaking	Students create written work by speaking using Speech to Text.	Dragon Dictation: http://www.nuance.com/for-individuals/mobile-applications/dragon-dictation/index.htm
National Geographic Maps	Explore maps	Students explore the places described in their texts.	http://www.national-geographic.com/kids-world-atlas/maps.html
Enslaved African-Americans	Additional reading and research	Students read and research to learn more about enslaved African-Americans (independent reading time, pair/small group work, whole class).	'Enslaved African-Americans'. The Colonial Williamsburg Foundation. Web. Accessed on 24 May, 2016. < http://www.history.org/kids/visitUs/colonialPeople/slave.cfm >

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Assessment Overview



Final Performance Task

Reading Strategies Bookmark

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. **This task centers on CCSS ELA W.3.4 and W.3.5.**

Mid-Unit 1 Assessment

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 1 Assessment

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.

Mid-Unit 2 Assessment

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 2 Assessment

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.

Mid-Unit 3 Assessment

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 3 Assessment

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.

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Performance Task

Summary of Task

Reading Strategies Bookmark

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eye-catching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. This task addresses CCSS ELA W.3.4 and W.3.5.

Format

Bookmark (created template or cardstock)

Standards Assessed through This Task

- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Student-Friendly Writing Invitation/Task Description

Now that you have written a reading contract describing two of your challenges and some strategies to overcome those challenges, you are going to make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently. Your bookmark should include your reading challenges and strategies to overcome those challenges written clearly and concisely so you can see them quickly. It should also be eye-catching so that as you read independently, you are reminded of your strategies.



Key Criteria for Success

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

Your bookmark will include:

- Two reading challenges
- Two strategies to overcome each of the challenges
- An eye-catching design

Options for Students

- Extension: Students may create general reading strategies bookmarks for students in grade 2.
- Students could use technology or craft materials to create bookmarks.

Options for Teachers

- Students may share their bookmarks and reading strategies with a grade 2 or another grade 3 class.

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Recommended Texts

Overcoming Learning Challenges Near and Far

Module 1: Recommended Texts

Title	Author (Last Name, First Name)	Text Type	Lexile	Language
<i>Biblioburro: A True Story from Colombia</i>	Winter, Jeanette and Dickinson, Emily	Informational	AD 640	English
<i>Four Feet, Two Sandals</i>	Williams, Karen Lynn	Literary	620	English
<i>Freedom's School</i>	Cline-Ransome, Lesa	Literary		English
<i>La Mariposa</i>	Jimenez, Francisco	Literary	750	English
<i>Muktar and the Camels</i>	Graber, Janet	Literary	AD670	English
<i>My Name Is Sangoel</i>	Williams, Karen Lynn and Mohammed, Khadra	Literary	AD440	English
<i>Razia's Ray of Hope: One Girl's Dream of an Education</i>	Suneby, Liz	Literary	680	English
<i>The Breadwinner</i>	Ellis, Deborah	Literary	630	English
<i>Virgie Goes to School with Us Boys</i>	Howard, Elizabeth Fitzgerald	Literary	190	English
<i>Who is Malala Yousafzai?</i>	Brown, Dinah	Informational	680	English