Grade 3: Module 1: Unit 2
Overview
In this second unit, students will explore their own “powers of reading” that help them access text. In the first half of the unit, students will explore fictional accounts of people who worked hard to build their reading powers. Students will then refer to the characters in these books as role models of sorts, as they begin to assess their own reading abilities. They will use information about their individual strengths and needs as readers to set goals for the development of their reading powers, and will write a text-based informational paragraph about their goals. In the second half of the unit, students will focus on one specific “reading power”: fluency. They will learn about the importance of fluency, set fluency goals, practice fluency, and demonstrate their fluent reading in the end of unit assessment.

Guiding Questions And Big Ideas

- How do people around the world access reading and books?
- How does reading give us power?
- Powerful readers have and continue to develop a variety of skills.
- Readers can learn about different cultures (people and places) through a variety of texts.

**Mid-Unit 2 Assessment**

**Letter about My Reading Goals**
This assessment centers on NYSP12 CCLS W.3.2 and L.3.6. After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.

**End of Unit 2 Assessment**

**Listen Up! Recording Our Reading**
This assessment centers on NYSP12 ELA CCLS SL3.5. Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.
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 that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- World Geography
- Maps/globes
- All people in world communities need to learn, and they gain knowledge in similar and different ways.
- Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there.

Central Texts

Patricia Polacco, *Thank You, Mr. Falker* (New York: Philomel, 2001); ISBN: 978-0399237324. (just one text for the teacher)


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

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<th>Lesson</th>
<th>Lesson Title</th>
<th>Supporting Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
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| Lesson 1 | Close Reading of Thank You, Mr. Falker: Identifying the Superpowers of Reading | • 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) | • I can identify the main message of Thank You, Mr. Falker by reading excerpts from the text closely.  
• I can sort key details from Thank You, Mr. Falker into categories.  
• I can describe what the main character wanted and what she did.  
• I can discuss how the main message of Thank You, Mr. Falker is conveyed through key details. | • Close Read recording form (Parts 1 and 2) |
| Lesson 2 | Continued Close Reading of Thank You, Mr. Falker: Text-Dependent Questions and Vocabulary | • 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) | • I can answer questions using specific details from Thank You, Mr. Falker.  
• I can explain why I chose specific details to answer questions about the text.  
• I can determine the meaning of new vocabulary using clues in the text around a word. | • Close Read recording forms (completed) for Thank You, Mr. Falker  
• The Boy Who Loved Words: Questions from the Text  
• Vocabulary cards |
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| Lesson 3 | Close Reading of *The Boy Who Loved Words*: How Do People Build Their Word Power? | • 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) | • I can identify the main message of *The Boy Who Loved Words* by reading excerpts from the text closely.  
• I can describe what the main character wanted and what he did.  
• I can sort key details from *The Boy Who Loved Words* into categories.  
• I can discuss how the main message of *The Boy Who Loved Words* is conveyed through key details. | • Close Read recording form (Parts 1 and 2) |
| Lesson 4 | Vocabulary: Finding the Meaning of Words in Context in *The Boy Who Loved Words* | • 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) | • I can answer questions using details from *The Boy Who Loved Words*.  
• I can explain why I chose specific details to answer questions about the text.  
• I can determine the meaning of a word using clues in the text around it. | • *The Boy Who Loved Words*: Questions from the Text  
• Sentence strips  
• Using Context Clues: *The Boy Who Loved Words* |
| Lesson 5 | Independent Reading: Building the Power of Stamina | • I can identify the main message or lesson of a story using key details from the text. (RL.3.2)  
• I can make connections between texts and ideas to comprehend what I read. (RL.3.11)  
• I can choose a text that interests me. (RL.3.11) | • I can identify the main message of *The Incredible Book-Eating Boy*.  
• I can make connections between my life, other books, or ideas to help me understand *The Incredible Book-Eating Boy*.  
• I can demonstrate stamina as I read a book that interests me. | • Teacher observation  
• Student notes  
• Reading Stamina tracker |
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| Lesson 6 | Reading Proficiently and Independently: The Power of Setting Goals | • I can document what I learn about a topic by sorting evidence into categories. (W.3.8) | • I can identify my reading strengths and challenges in order to set goals for becoming an independent and proficient reader.  
  • I can sort information about my strengths and challenges as a reader into categories. | • Information/Evidence recording form  
  • Accordion graphic organizer                                                                                                                                   |
| Lesson 7 | Mid-Unit 2 Assessment: On-Demand Informational Writing           | • I can write an informative/explanatory text. (W.3.2)  
  • I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6) | • I can write an informative letter that explains my goals for becoming an independent and proficient reader and supports them with facts and details.  
  • I can use third-grade vocabulary. | • Teacher observation  
  • Mid-Unit 2 Assessment: On-Demand Informational Writing (W.3.2 and L.3.6)                                                                                      |
| Lesson 8 | Developing Reading Fluency: Criteria for Reading Aloud          | • I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) | • I can identify the skills of a fluent reader.  
  • I can practice reading an excerpt from my independent reading book with fluency. | • Student Criteria recording form  
  • Fluent Reading Criteria checklist (completed by the teacher after listening to individual students read)                                                      |
| Lesson 9 | Developing Reading Fluency: Selecting a Text and Practicing Reading Aloud | • I can choose texts that interest me. (R.L.3.11a)  
  • I can demonstrate fluency when reading stories or poems for an audio recording. (S.L.3.5) | • I can choose a text that interests me for my read-aloud practice.  
  • I can use the criteria of a fluent reader to practice. | • Student book selection  
  • Fluent Reader Criteria checklist (completed by the teacher after listening to individual students read)                                                      |
| Lesson 10 | Developing Reading Fluency: Beginning the End of Unit 2 Assessment | • I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5) | • I can improve my fluency using feedback from others.  
  • I can read the Helen Keller text fluently for an audio recording. | • Fluent Reader Criteria list, completed by peer  
  • End of Unit 2 Assessment (SL.3.5)                                                                                                                                  |
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.