



Knowledge Building



Teacher Guide

Grade 3
Module 1



Knowledge Building Teacher Guide
Grade 3 Module 1



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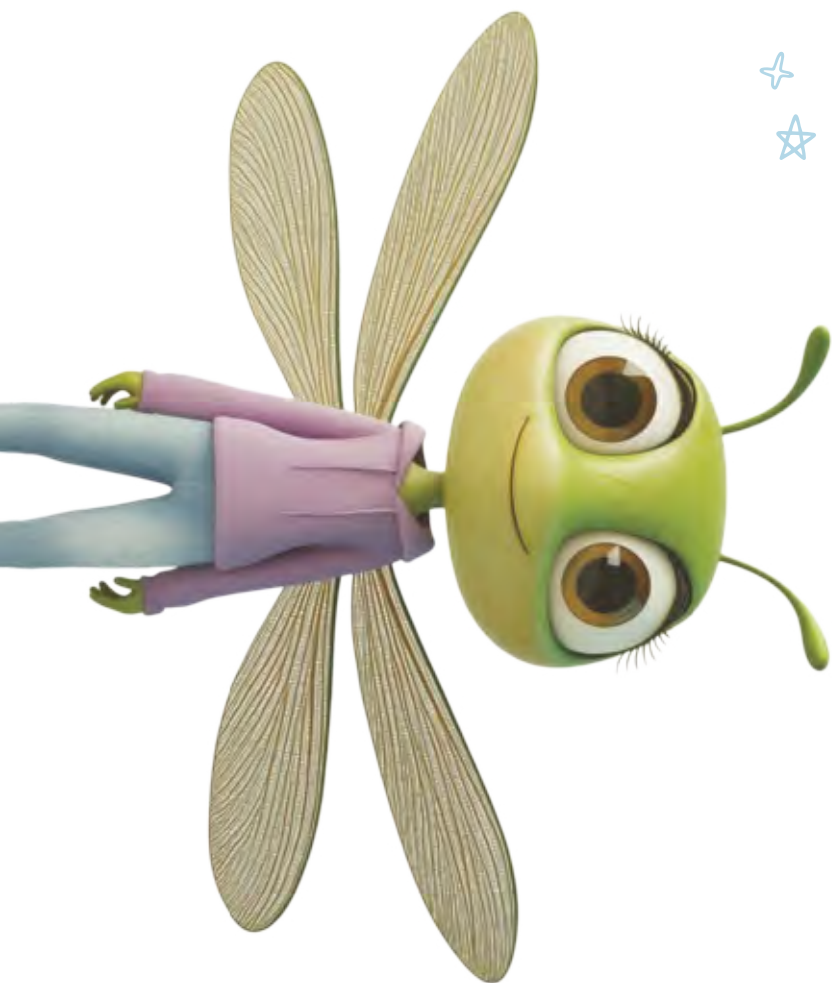
DF3K-TS

Knowledge Building Teacher Guide

Welcome to Dragonfly



Grounded in the Science of Reading, knowledge-rich content, and immersive storytelling, Dragonfly turns K-5 classrooms into launchpads of imagination and exploration. It **supports every teacher** with a friendly, engaging framework that finally makes the knowledge-building literacy model approachable and intuitive-to-use. It **ignites student curiosity** with compelling texts and playful media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy, and it **transforms learning** by fostering collaboration, confidence, and joy—equipping every student with the literacy and life skills to thrive beyond the classroom.





Lift Off with Literacy

Support Every Teacher.

With an intuitive-to-use, knowledge-rich framework, Dragonfly supports every teacher in the mission-critical work of developing foundational literacy skills and building deep comprehension.

Ignite Curiosity.

Dragonfly nurtures every student's innate curiosity through immersive storytelling, expressive writing, and engaging media—balancing rigor with whole-child learning to inspire deep thinking and a love of literacy.

Transform Learning.

Built for lifelong literacy, Dragonfly transforms learning by turning the focus from isolated skill-building to growing knowledge and fostering collaboration and confidence—equipping every student with the literacy and life skills to thrive beyond the classroom.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the Science of Reading into action—combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of Dragonfly is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding.

Dragonfly strengthens language comprehension by developing:

Background knowledge
through science- and content-aligned units

Vocabulary
in context through rich, complex texts

Language structures
through frequent speaking and writing

Verbal reasoning
through text-based discussions

Literacy knowledge
through exposure to a variety of genres and text types

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading.

Students build mastery in:

Phonological Awareness: Engaging media and manipulatives helps students develop the ability to hear and work with sounds in spoken words.

Decoding (and Spelling): Students learn to read and spell words through explicit phonics and fluency practice using custom-made decodables.

Sight Recognition: Students build automatic word recognition to read with ease and understanding.

Why Dragonfly Works

- Fully aligned to the **Science of Reading**
- Connects **knowledge-building** with skills practice—not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic

Skilled Reading

Increasingly Automatic

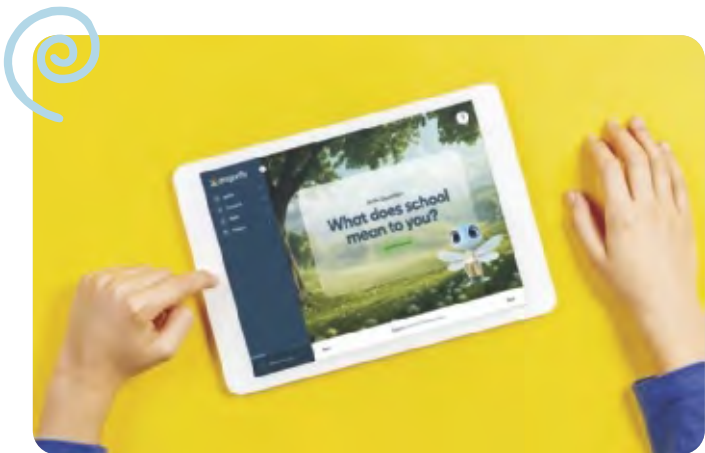
Dragonfly ensures students aren't just learning how to read—they're learning how to think, communicate, and understand the world through reading.

Knowledge Building Program Components

Student Components

Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way as they work as a whole group, in small groups, or independently.



Student Digital Course

The Student Digital Course includes a variety of digital resources and dynamic media aligned to the course scope and sequence. All are fully designed to support whole-class or small-group instruction, or individual exploration of content.

Student Trade Books

A diverse array of engaging and complex trade books, including both fiction and nonfiction, across various genres and text types support module learning and cultivate curiosity and engaged readers.





Teacher Components

Teacher Edition

Provides explicit and systematic instruction for reading and writing, including integrated point of use supports for multilingual learners, differentiation, cross curricular connections, and more!

- 4 modules for every grade
- 3 units per module
- 3–4 weeks of instruction per module

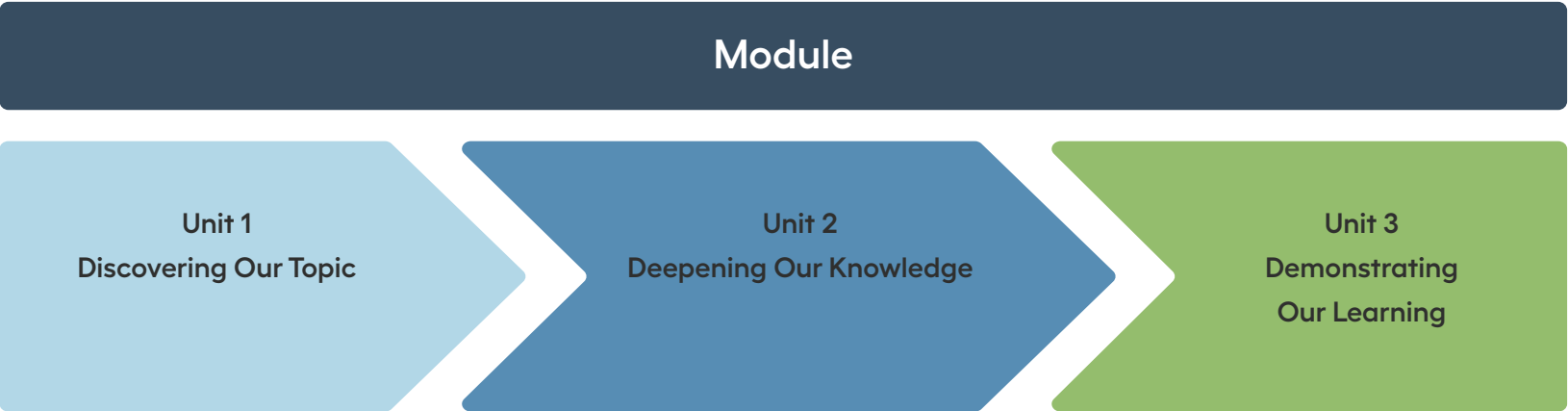


Teacher Digital Course

Resources to support the Student Digital Course. Includes all Teacher Resources, including assessments and data tools.



Overall Curriculum Structure



Unit 1 Discovering Our Topic

Students build a strong foundation in the module’s topic while developing key character habits such as empathy, integrity, and respect. Engaging texts and interactive lessons deepen content knowledge and connect learning to core values. This unit sparks a love of learning, encourages collaboration, and lays the groundwork for future exploration.

Unit 2 Deepening Our Knowledge

Students deepen their understanding through close reading, research, and curiosity-driven lessons. They develop key habits like initiative, responsibility, and perseverance while gaining confidence in discussion and writing. The unit fosters collaboration and sharpens literacy skills, preparing students for the challenges of Unit 3.

Unit 3 Demonstrating Our Learning

Students showcase their mastery, drawing on the habits of character they’ve developed. They synthesize their knowledge, apply their understanding, and complete a performance task that reflects their learning through a real-world product.



Unit	# of Lessons
Unit 1: Discovering Our Topic	12-15
Unit 2: Deepening Our Knowledge	12-15
Unit 3: Demonstrating Our Learning	12
Performance Task (Vary by Module)	~ 3

Knowledge Building Program Modules

Dragonfly takes a content-focused approach, building literacy through deep exploration of topics. Students read, write, and discuss diverse texts, gaining knowledge, vocabulary, and comprehension in context.

Modules Topic Include:

K
Grade

- Module 1: Toys and Play
- Module 2: Weather Wonders
- Module 3: Trees are Alive
- Module 4: Enjoying and Appreciating Trees

1
Grade

- Module 1: Tools and Work
- Module 2: A Study of the Sun, Moon, and Stars
- Module 3: Birds’ Amazing Bodies
- Module 4: Caring for Birds

2
Grade

- Module 1: Schools and Community
- Module 2: Fossils Tell of Earth’s Changes
- Module 3: The Secret World of Pollination
- Module 4: Providing for Pollinators

3
Grade

- Module 1: Overcoming Learning Challenges Near and Far
- Module 2: Adaptations and the Wide World of Frogs
- Module 3: The Art of Storytelling
- Module 4: Water Around the World

4
Grade

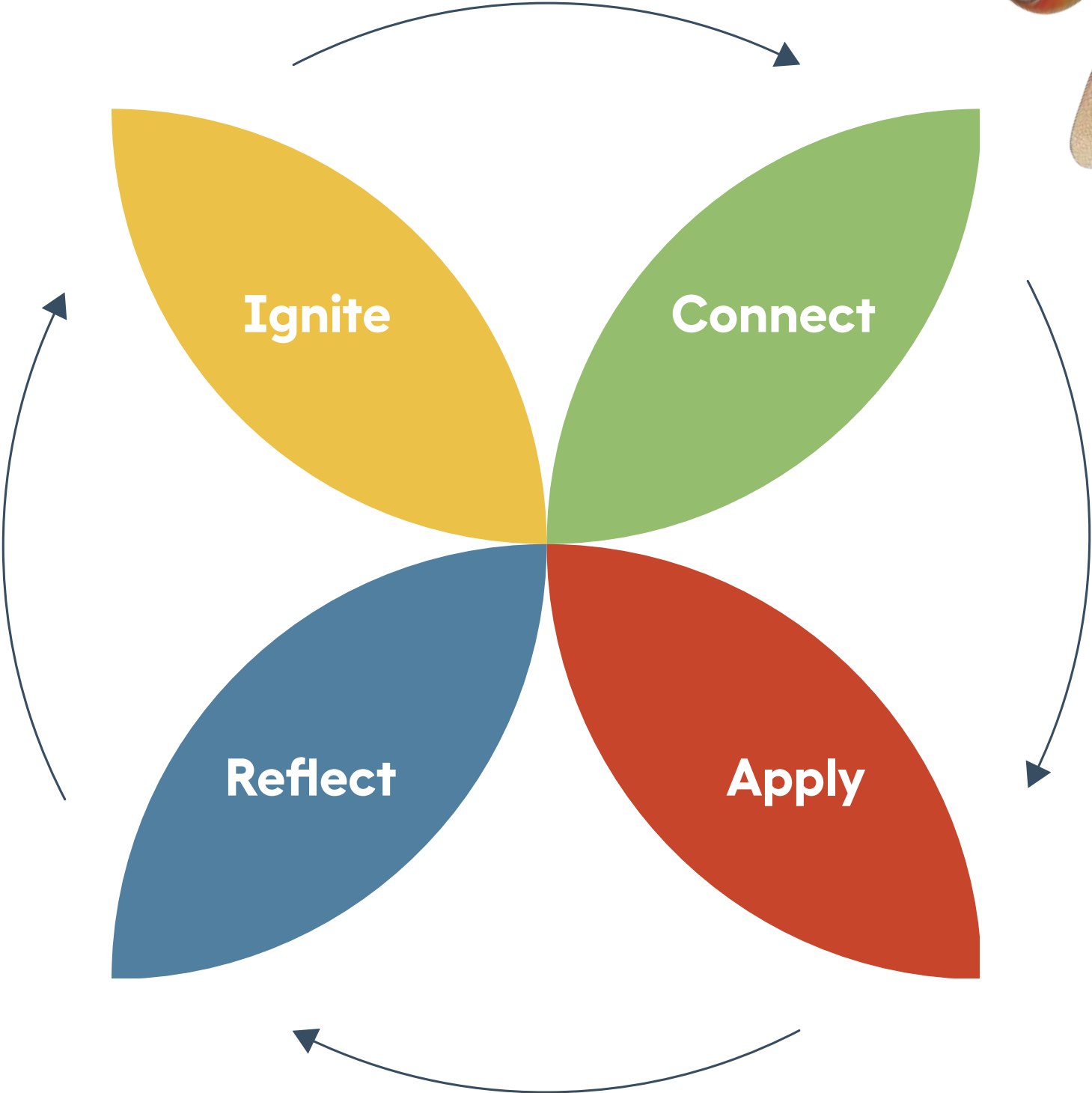
- Module 1: Poetry, Poets, and Becoming Writers
- Module 2: Animal Defense Mechanisms
- Module 3: The American Revolution
- Module 4: Hope in Action: Moving Toward Change

5
Grade

- Module 1: Stories of Human Rights
- Module 2: Biodiversity in the Rain Forest
- Module 3: Athlete Leaders of Social Change
- Module 4: The Impact of Natural Disasters

Lesson Instructional Model

Every Dragonfly lesson is a mini adventure—carefully designed to lift curiosity, build skills, and grow character. The consistent, easy-to-follow lesson model keeps students engaged while giving teachers a clear, supportive structure. Whether they’re igniting ideas, connecting through collaboration, applying what they’ve learned, or pausing to reflect, students stay active and curious—and teachers feel confident and in control. With Dragonfly, every lesson is a smooth takeoff toward deeper learning!



Ignite

In the Ignite section, students will activate their minds and connect prior knowledge to achieve a deeper understanding of the lesson content. Teachers will set the course with clear learning targets and a Habit of Character focus, fueling both growth and discovery in every lesson.

Estimated Time: 5–10 minutes

Connect

Connect brings learning to life through instruction, practice, and collaboration. It adapts to student growth, reinforces key habits, and supports deeper engagement and knowledge transfer.

Time: 10–35 minutes

Apply

Apply empowers students to show learning independently, connecting daily lessons to assessments. Quick exit tickets provide formative data, guiding instruction and boosting familiarity with assessment formats.

Time: 10–35 minutes

Reflect

Reflect becomes a vital part of learning, helping students build metacognition through discussion, self-monitoring, and shared strategies. It deepens understanding, reinforces skills, and nurtures character.

Time: 5–10 minutes





Overcoming Learning Challenges Near and Far

Module 1

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Module 1

Overcoming Learning Challenges Near and Far



Guiding Questions

- Why are education, books, and reading important?
- How can I overcome learning challenges?

Module Description

In this module, students read literary texts that show how access to education varies across the world. They build background knowledge about global learning challenges and analyze how characters respond to adversity. Then, students shift their focus inward to reflect on their own reading lives. They identify personal reading challenges and craft reading contracts that explain strategies for overcoming those challenges. Throughout the module, students engage in close reading, vocabulary work, collaborative discussions, and fluency practice. They learn to write informative texts through a structured process of planning, drafting, revising, and publishing. The module culminates in a performance task in which students create reading strategy bookmarks to support their independent reading and celebrate their growth as readers.

Performance Task Overview

Performance Task: Reading Strategies Bookmark

Summary: For the Module 1 performance task, students synthesize what they have learned about their own reading habits by creating a personalized reading strategies bookmark. Drawing from their Unit 3 reading contracts, students list two reading challenges and two strategies to address each, presenting their ideas as clear, concise bullet points. The bookmark is designed to be visually engaging and serve as a tool for independent reading. Students complete the task through drafting, peer critique, and revision, and present their finished bookmarks during a classroom celebration.

Standards: W.3.4, W.3.8, SL.3.1.B, SL.3.5, SL.3.6

Required Texts

Title	Author	ISBN	Quantity
<i>Waiting for the Biblioburro</i>	Monica Brown	9781582463537	1 per classroom
<i>Digging For Words</i>	Angela Burke Kunkel	9781984892638	15 per classroom
<i>Nasreen's Secret School: A True Story from Afghanistan</i>	Jeanette Winter	9781416994374	30 per classroom
<i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i>	Margriet Ruurs	9781590780930	8 per classroom
<i>More Than Anything Else</i>	Marie Bradby	9780531094648	1 per classroom

Module-at-a-Glance

Unit 1

Discovering Our Topic: Reading Literary Texts – School and Education

Big Ideas

- 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.

Instructional Focus

- Launch independent reading and collaborative discussion norms.
- Read *Waiting for the Biblioburro*, *Nasreen's Secret School: A True Story from Afghanistan* and *More Than Anything Else* to determine gist and message or lesson.
- Determine and explain challenges in each text and how they are overcome.
- Closely read to analyze how details convey a central message.
- Write a short constructed response on theme and character perseverance.
- Explore how children around the world overcome barriers to education.

Priority Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B, L.3.4.C

Unit 2

Deepening Our Knowledge: Reading and Writing to Inform – Access to Books

Big Ideas

- 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.
- I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.

Instructional Focus

- Closely read excerpts from *My Librarian Is a Camel*.
- Take research notes to answer: What are the challenges people face when learning, and how are they overcome?
- Identify main ideas and supporting details in informational texts.
- Use domain-specific vocabulary and affixes to build vocabulary.
- Write an informative paragraph explaining how people overcome learning challenges using textual evidence.
- Share ideas and listen to others respectfully during discussions.
- Build knowledge about how geography affects access to books.

Priority Standards: RI.3.1, RI.3.2, RI.3.4, L.3.4.A, L.3.4.B, L.3.4.C, L.3.4.D, W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D

Unit 3

Demonstrating Our Learning: Writing to Inform – Reading Challenges

Big Ideas

- 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.
- I can overcome learning challenges by being an effective learner: taking initiative and responsibility, persevering, and collaborating.

Instructional Focus

- Closely read *Digging for Words* for gist, message, and how ideas are conveyed through details.
- Identify the challenges faced in the text and how they were overcome.
- Analyze a model informative essay to understand structure and craft.
- Write an informative essay (reading contract) about personal reading challenges and strategies to overcome them.
- Revise and edit writing to include linking words and correct conventions.
- Practice reading fluency through repeated readings and oral reflection.
- Participate in peer critique and share ideas respectfully.
- Create a personalized reading strategies bookmark as a performance task.

Priority Standards: W.3.2.A, W.3.2.B, W.3.2.C, W.3.2.D

Discovering Our Topic

Reading Literary Texts – School and Education

Unit Introduction

In the first half of the unit, students explore the guiding question “Why are education, books, and reading important?” by reading literary texts. They analyze how characters respond to challenges, identify central messages, and use key details to support their understanding. Students also begin building routines for independent reading and vocabulary development. In the second half of the unit, students read *Waiting for the Biblioburro* by Monica Brown, *Nasreen’s Secret School: A True Story from Afghanistan* by Jeanette Winter, and *More Than Anything Else* by Marie Bradby. They write short constructed responses to explain central ideas and support their writing with textual evidence. Through drafting, revising, and peer critique, students strengthen their use of complete sentences and conventions.



Unit Task

Students write short constructed responses that explain the central message of a literary text and support their ideas with key details. They revise and publish their writing with a focus on correct spelling, punctuation, and capitalization.



Texts

- *Waiting for the Biblioburro* by Monica Brown
- *Biblioburro: The Donkey Library*, produced and directed by Valentina Canavesio
- *Nasreen’s Secret School: A True Story from Afghanistan* by Jeanette Winter
- *More Than Anything Else* by Marie Bradby
- Voyages: “Booker T. Washington”



Priority Standards

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B, L.3.4.C

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Unit-at-a-Glance

LESSON

1

Introduction to the Topic: Inferring the Topic

p. 8

Daily Learning Targets

- I can ask and answer questions to share what I notice and wonder about the resources.
- I can determine the topic of the module using evidence from the resources.



Instructional Standards: RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.8, SL.3.1.B, SL.3.1.C, SL.3.3, SL.3.6

LESSON

2

Launching Independent Reading: Book Selection

p. 19

Daily Learning Targets

- I can choose a research reading book that interests me and connects with the module topic.
- I can discuss my book choice with a small group using complete sentences.



Instructional Standards: RL.3.10, RI.3.1, RI.3.10, SL.3.1.B, SL.3.1.C, SL.3.6

LESSON

3

Reading for Gist: *Waiting for the Biblioburro*

p. 31

Daily Learning Targets

- I can determine the gist of *Waiting for the Biblioburro*.



Instructional Standards: RL.3.1, RL.3.3, RL.3.10, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D, SL.3.2

LESSON

4

Determining the Central Message: *Waiting for the Biblioburro*

p. 46

Daily Learning Targets

- I can use details from the text to determine the central message or lesson of *Waiting for the Biblioburro*.



Instructional Standards: RL.3.1, RL.3.2, RL.3.3

Reading for Gist and Determining the Central Message: *Nasreen's Secret School*

p. 56

Daily Learning Targets

- I can determine the gist of *Nasreen's Secret School*.
- I can determine the central message or lesson of *Nasreen's Secret School*.

Instructional Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.10, RI.3.7, RI.3.10

Close Read: *Nasreen's Secret School*

p. 68

Daily Learning Targets

- I can answer questions about *Nasreen's Secret School*, referring explicitly to the text.
- I can use connecting words like *because* to show cause and effect in my writing and speaking.
- I can write a response explaining how the central message or lesson of *Nasreen's Secret School* is conveyed through key details in the text using the connecting word *because*.

Instructional Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A

Mid-Unit Check

p. 80

Daily Learning Targets

- I can explain a character's challenges, the lesson, and how their actions move the story to demonstrate what I've learned in this unit.
- I can figure out the meaning of words using clues, root words, and affixes to demonstrate what I've learned in this unit.

Instructional Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.10, L.3.4.A, L.3.4.C

Writing Short Written Responses

p. 88

Daily Learning Targets

- I can construct short written responses to answer questions about *Nasreen's Secret School* using complete sentences that include a subject and a predicate.

Instructional Standards: RL.3.1, RL.3.2, RL.3.3, W.3.1.A, W.3.1.B, SL.3.1.B, L.3.1.A, L.3.1.I

LESSON

5

LESSON

6

LESSON

7

LESSON

8

Each lesson is designed for 60 minutes of instruction. This unit includes **three flex days** to use at your discretion to meet the needs of your students.

LESSON

9

Revising Short Written Responses

p. 99

Daily Learning Targets

- I can revise short written responses that answer questions about my research reading text to correct errors in spelling, capitalization, and punctuation.



Instructional Standards: W.3.5, SL.3.1.B, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G

LESSON

10

Reading for Gist: *More Than Anything Else*

p. 108

Daily Learning Targets

- I can use common affixes to determine the meaning of vocabulary words.
- I can determine the gist of *More Than Anything Else*.



Instructional Standards: RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4.A, L.3.4.B

LESSON

11

Determining the Central Message: *More Than Anything Else*

p. 121

Daily Learning Targets

- I can determine the meaning of unfamiliar words and phrases, including figurative language, in an excerpt of *More Than Anything Else*.
- I can explain how the central message, lesson, or moral of *More Than Anything Else* is conveyed through key details in the text.



Instructional Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.5.A

LESSON

12

End-of-Unit Assessment

p. 134

Daily Learning Targets

- I can analyze a text by reading closely to answer questions using evidence.
- I can determine the meaning of words using vocabulary strategies.
- I can determine the central message of a text and support it with details.



Instructional Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B

NOTES

Each lesson is designed for 60 minutes of instruction. This unit includes **two flex days** to use at your discretion to meet the needs of your students.

Introduction to the Topic: Inferring the Topic



Purpose

In this lesson, students will practice close observation, document their thoughts and questions, and use evidence to infer the topic of a text or module.

By the end of the lesson, students should be able to do the following:

- Discuss and record what they notice and wonder about resources provided.
- Use resources to infer the module topic.



Learning Targets

- I can ask and answer questions to share what I notice and wonder about the resources.
- I can determine the topic of the module using evidence from the resources.



Prepare in Advance

Teacher

- Grade 3 Module 1 Infer the Topic Resources (digital PDF) to be printed and posted around the room before the lesson begins.

Student

- Student companion

All other materials necessary for this lesson are included within the digital lesson.



Media

- Discovery Point: Overcoming Learning Challenges Near and Far



Agenda

Ignite (10 minutes)

- Topic Introduction
- Learning Targets

Connect (35 minutes)

- Protocol Introduction
- Participate in the Protocol
- Guided Practice

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Discovery Point: Overcoming Learning Challenges Near and Far
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.8, SL.3.1.B, SL.3.1.C, SL.3.3, SL.3.6

Application

RL.3.10, RI.3.1, RI.3.10, W.3.8, W.3.10, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.3, SL.3.6

Topic Introduction

Group Inquiry

- Build excitement for this module by directing students' attention to the module topic and reading it aloud to students.
- Direct students' attention to the Topic Discovery graphic organizer, which also appears in their student companions, and review how to fill it out as a group.
SAY During this activity, you will work in groups to create a list of three things you think you will learn about the topic.
- Encourage students to think critically and creatively as they work collaboratively to make their lists.
- Give students five minutes to complete the organizer.
- When time is up, have each group share at least one idea from their list.
- Engage with students' responses by expanding on and encouraging thought processes.
- Remind students to keep their group's idea in mind as they explore overcoming learning challenges near and far.

Module Topic

Overcoming Learning
Challenges Near and Far

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications to foster interdisciplinary thinking.
- Challenge students to generate questions about the topic.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.
- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Approaching/MLL

- Model writing questions about the topic.
- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.

Application W.3.8, W.3.10, SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

- Explain the purpose of learning targets.
 - SAY** Learning targets are our goals for each lesson. They help each of us understand what we need to accomplish or learn during our lesson. We will review our learning targets each day at the start of each lesson and reflect on them at the end of the lesson.
- Direct students' attention to the learning targets and read them aloud.
 - **Learning Target #1:** I can ask and answer questions to share what I notice and wonder about the resources.
 - **Learning Target #2:** I can determine the topic of the module using evidence from the resources.

Learning Targets

1. I can ask and answer questions to share what I notice and wonder about the resources.
2. I can determine the topic of the module using evidence from the resources.

Differentiation

Approaching

- Have students break each learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target and connect it to something familiar. Example: "Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture."

Instruction RI.3.1, W.3.8, SL.3.1.B

Protocol Introduction

Introduce the Protocol

1. Explain that, today, students will learn a new protocol called infer the topic. The Grade 3 Module 1 Infer the Topic Resources posted around the room are clues to help them determine the module topic.
SAY When we infer, we use what we already know, what a text says, or what a picture shows to figure out something that isn't directly said. Today, we will look at five illustrations and five quotes from our module texts to infer our module's topic. We will do this by following the steps for the infer the topic protocol.
2. Direct students' attention to the video.
SAY Let's preview this protocol by watching Class Clues.
3. Invite students to share what they notice or wonder about the video and the protocol.
ASK What do you notice? *(Answers will vary.)*
ASK What do you wonder? *(Answers will vary.)*
4. Read aloud the infer the topic protocol steps.



Differentiation

Approaching

- Have students break the learning target into smaller parts.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target and connect it to something familiar. Example: "Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture."

Instruction RL.3.1, RI.3.1, SL.3.1.B

Participate in the Protocol

Facilitate the Protocol

1. Direct students' attention to the I Notice/I Wonder note catcher, which also appears in their student companions.
2. Explain what the words *notice* and *wonder* mean.

SAY When we notice something, it means we are describing the specific details that we can see. *Wonder* means "asking questions based on the specific details we can see."

SAY As you explore the topic resources, you will use the I Notice/I Wonder note catcher to record notes about what you notice and wonder. The purpose of your notes is to help you remember your thoughts and the ideas you are learning about. When you write notes, write keywords and phrases and not full sentences.
3. Use one of the Grade 3 Module 1 Infer the Topic Resources to model taking notes.
4. Direct students' attention to the Grade 3 Module 1 Infer the Topic Resources posted around the room and have students move to their first resource with their note catchers.
5. Remind students they have 3 minutes to quietly look at the resources and take notes on the I Notice/I Wonder note catcher.
6. After 3 minutes, have students find a partner from another group. Prompt them to take turns sharing their notes and inferences.
7. After 2 minutes, prompt pairs to find another pair to form groups of four. They can have overlapping quotes and illustrations, but they should try to have as much variety as possible.

SAY Take turns sharing your biggest takeaways and inferences with your group.
8. After 3 minutes, repeat steps 2–5 on the note catcher as needed.
9. After 10 minutes, refocus the whole group and have students share ideas from their note catchers.

I Notice/I Wonder Note Catcher

What do you think you will learn about in this module?

I Notice (things I see)	I Wonder (questions I have)

Differentiation

Approaching

- Before providing sentence frames or additional modeling during work time, observe student interaction. Provide supportive frames and demonstrations only after students have grappled with the task. To target appropriate support, observe the areas in which they struggle.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target and promote higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

- When asking the meaning of *notice* or *wonder*, provide increased context for students by using each word in a sentence. This will invite more students to participate in the discussion.
- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of *quotes*.

Approaching/MLL

- Display, repeat, and rephrase the question. Tell students you will give them time to think and write or sketch before responding.
- Include copies of photographs from the text that illustrate the meaning of each quote. Invite students who need additional support to point to the photograph while you read the corresponding quote.

Instruction RL.3.10, RI.3.10, SL.3.1.B, SL.3.1.C, SL.3.6

Application RL.3.10, RI.3.10, W.3.5, SL.3.1.B, SL.3.1.C, SL.3.6

Guided Practice

Read and Discuss

1. Refocus the whole group.

SAY This year, you will become great readers. We'll read both stories and informational texts—texts about real people, places, and events.
2. Invite students to sit with a partner.
3. Direct students' attention to the quotes chart, which also appears in their student companions.
4. Explain that these are quotes from texts students will read in this module.

SAY A quotation is something someone has said or written. These quotes come from a book we'll read together.
5. Explain the task.

SAY With your partner, read the quote. Use your I Notice/I Wonder note catcher to record your observations and questions. It's okay if you don't understand all the words. Circle any unfamiliar words that might make the quote hard to understand.
6. Remind students they can use strategies to help figure out tricky words.
7. Direct students' attention to the model quote. Read it aloud.

SAY What words do you notice that might be tricky to understand? (*Answers will vary but may include herders or access.*)
8. Direct students' attention to the word *herders*.

SAY The word *herders* seems a bit tricky to understand, but I am sure I can find a strategy to help me figure it out.
9. Direct students' attention to the Strategies to Figure Out the Meaning of Words anchor chart. Review the chart together.

SAY Let's use strategies to figure out the meaning of the word *herders*.
10. Point to the first strategy on the chart.

SAY One strategy is using context. That means we read the sentences around the word to find clues.
11. Reread the sentence: "The herders like to use 'iron horses,' meaning motorbikes, instead of real horses."

SAY This sentence tells me herders are people who usually use horses for their work.
12. Point to the next strategy on the chart.

SAY Another strategy is looking at word parts, such as roots and suffixes, for clues.

Model Quote

"The herders like to use 'iron horses,' meaning motorbikes, instead of real horses. Very few people have telephones, television, or access to computers, but most people can read!"

13. Direct students' attention back to the word *herders*.

SAY I see the word *herd* inside of *herders*. I know that a herd is a group of animals, such as cows, sheep, or goats. The suffix *-er* is usually added to describe a person who does something. For example, a teacher is a person who teaches, and a farmer is a person who farms. This helps me figure out that a herder is a person who works with animals in a herd.

14. Point to the last strategy on the chart.

SAY If I'm still unsure, I can check a dictionary or glossary to help.

ASK What is a herder, based on the strategies we used? (*A herder is someone who takes care of a group of animals. In this quote, they use motorbikes instead of horses.*)

15. Remind students to use these strategies when they find tricky words in their quote.

16. Direct students' attention to the I Notice/I Wonder note catcher, which also appears in their student companions. Assign each student or pair a different quote number. If they already worked with a quote during the topic protocol, assign a new one.

17. Invite students to read their assigned quotes with their partners.

SAY As you read, use your note catcher to record what you notice and wonder. Circle unfamiliar words and use strategies to figure them out.

18. Have students turn and talk with their partner. Then, invite pairs to share with the whole group.

ASK What do you notice? What do you think the quote is mostly about? (*Answers will vary.*)

ASK What do you wonder? What questions do you have? (*Answers will vary.*)

ASK How did you determine the meaning of unfamiliar words in your quotes? (*Answers will vary but may include using context clues, looking at affixes and roots, or checking a dictionary.*)

19. Record student ideas on the I Notice/I Wonder note catcher as they share.



Differentiation

Beyond

- Encourage students to apply what they have learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.

MLL

- Include copies of photographs from the text that illustrate the meaning of each quote. Invite students who need additional support to point to the photograph while you read the corresponding quote. Then, allow them to read chorally with you. Provide a sentence frame to help them express what the quote is mostly about while they point to a detail in the photograph.
- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of *quotes*.

Approaching/MLL

- Model different ways students could continue to complete the note catcher (e.g., sketching pictures or using keywords).
- Create a secret, nonverbal signal with students and encourage them to use the signal to let you know when they are confused by a text or task. Explain that you will clarify with them one-on-one as soon as you have the opportunity and let them know it is important to ask questions when they are stuck.

Instruction RI.3.1, W.3.8

Application RI.3.1, W.3.8, SL.3.1.B

Apply

Suggested Pacing: 10 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we used the I Notice/I Wonder note catcher to infer the module's topic. We also talked about quotations from some of the texts we will read in this module.
- Explain the task.
SAY You will now continue to work on your note catcher with your partner. To do this, read your assigned quotation and ask yourself these questions:
 - What do I notice about this quote? What is it mostly about?
 - What do I wonder? What questions do I have?**SAY** Then, share your thoughts with your partner before recording your ideas on your I Notice/ I Wonder note catcher.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

I Notice/I Wonder Note Catcher

What do you think you will learn about in this module?

I Notice (things I see)	I Wonder (questions I have)

Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their understanding of the lesson.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships to provide peer support for students with developing language skills.
- Include copies of photographs from the text that illustrate the meaning of each quote. Invite students who need additional support to point to the photograph while you read the corresponding quote. Then, allow them to read chorally with you. Provide a sentence frame to help them express what the quote is mostly about while they point to a detail in the photograph. Example: "This quote is mostly about ____."

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what a task looks and sounds like to complete each step before beginning the task.
- Stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language. Encourage them to act out and sketch key sentences.

Application RI.3.1, W.3.8, SL.3.1.B

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students talked about ideas of what the module might be about and also looked at some quotations from this module's texts.
- Direct students to turn and talk with a partner to answer the following question.

ASK Now that you have analyzed the quotes and learned a little more, has your inference of what this module might be about changed?

(Answers will vary.)

- Allow students to share and discuss with other pairs.

Reflection Question

Now that you have analyzed the quotes and learned a little more, has your inference of what this module might be about changed?

Differentiation

Approaching

- Prompt students to reflect on what they have learned with scaffolded support. Example: "Tell me one thing you learned, and I'll ask a question to help you add more. Then, we'll check if it matches our learning target."

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.

Approaching/MLL

- Provide options for expression and communication by prompting students to respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.

Application SL.3.1.B, SL.3.6

Discovery Point: Overcoming Learning Challenges Near and Far

Share the Discovery Point Video

- Direct students' attention to the video.
- **SAY** Let's explore more about the module topic.
- Invite students to share things they noticed or questions they may have.

ASK What do you notice? *(We will learn about learning challenges people face.)*

ASK What do you wonder? *(Answers will vary but may include wondering why people have different learning challenges.)*



Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications to foster interdisciplinary thinking.

MLL

- Introduce key vocabulary related to the topic with gestures, cognates (e.g., *school* in English and *escuela* in Spanish), and home-language connections.
- Invite students to connect the topic to their home languages and cultures.

Approaching/MLL

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.
- Examples:
 - "I noticed in the video . . ."
 - "I wonder . . ."

Instruction RI.3.10

Application SL.3.1.A

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Direct students' attention to the trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on progress made toward Learning Target #1.

Learning Target

I can ask and answer questions to share what I notice and wonder about the resources.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RI.3.1, W.3.8, SL.3.1.B

Progress Reflection

Learning Target #2

- Explain to students they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Direct students' attention to the trackers in the student companion to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on progress made toward Learning Target #2.

Learning Target

I can determine the topic of the module using evidence from the resources.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application W.3.8, SL.3.1.B

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

Read and reflect on the guiding questions for the module.

Discuss these questions with someone at home:

- How do they make you feel? Why?
- What do they make you think about?
- Sketch or write your reflections.

Launching Independent Reading: Book Selection



Purpose

In this lesson, students will learn to select a research book independently and engage in small group discussions.

By the end of the lesson, students should be able to do the following:

- Understand how to choose a research reading book based on personal interest and the module topic.
- Participate in small group discussions, sharing their reasons for choosing their book using complete sentences.



Learning Targets

- I can choose a research reading book that interests me and connects with the module topic.
- I can discuss my book choice with a small group using complete sentences.



Prepare in Advance

Teacher

- Various independent research reading books

You may wish to create physical copies of the following materials to hang in the classroom:

- Performance Task anchor chart
- Module Guiding Questions anchor chart
- Discussion Norms anchor chart

Student

- Student companion
- Sticky notes or other materials for jotting ideas

All other materials necessary for this lesson are included within the digital lesson.

Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Performance Task
 - Module Guiding Questions
 - Independent Research Reading Introduction
 - Discussion Norms Introduction
 - Fishbowl Protocol Introduction
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview



Total Lesson Time

60 minutes

Standards

Instruction

RL.3.10, RI.3.1, RI.3.10, SL.3.1.B, SL.3.1.C, SL.3.6

Application

RL.3.10, RI.3.1, RI.3.10, SL.3.1.B, SL.3.1.C, SL.3.6



Activate Prior Knowledge

Prior Learning Connection

- Remind students of the module topic, Overcoming Learning Challenges Near and Far.
 - ASK** Based on what we learned in the previous lesson, how did the pictures and quotations give you clues about the topic of our module? *(Answers will vary but may include how people around the world access books in different ways.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing up any present misconceptions.
- Explain to students that they will continue to explore overcoming learning challenges near and far.

Prior Learning Connection

Based on what we learned in the previous lesson, how did the pictures and quotations give you clues about the topic of our module?

Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully selecting partnerships.

Approaching and/or MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read learning targets aloud.

- Learning Target #1:** I can choose a research reading book that interests me and connects with the module topic.
- Learning Target #2:** I can discuss my book choice with a small group using complete sentences.

Learning Targets

1. I can choose a research reading book that interests me and connects with the module topic.
2. I can discuss my book choice with a small group using complete sentences.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RI.3.1, RI.3.10, SL.3.1.B, SL.3.1.C, SL.3.6

Connect

40

Suggested Pacing: 40 minutes

Performance Task

Read and Discuss

1. Direct students’ attention to the Performance Task anchor chart.
 - SAY** At the end of our module, you will participate in a performance task to show everything you learned about our module topic. It is also a way for you to show how much knowledge you gained.
2. Read the module performance task prompt aloud.
3. Invite students to turn and talk to answer the questions.
 - ASK** What do you notice? *(We will write a reading contract and then create a bookmark.)*
 - ASK** What do you wonder? *(Answers will vary but may include that students don’t know what reading strategies are or what a reading contract is.)*
4. Invite students to share with the whole group.
 - ASK** Now that you have analyzed the performance task and watched the Discovery Point video about the module topic, what are you most excited about learning? *(Answers will vary.)*

Performance Task

After you write a reading contract describing two of your reading challenges and some strategies to overcome those challenges, you will make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently. Include the following on your bookmark:

- two reading challenges
- two strategies to overcome each of the challenges
- an eye-catching design



Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Display, repeat, and rephrase the guiding questions.
Examples:
 - “Do you think books are important? Why?”
 - “Do you think it’s good to know how to read? Why?”
 - “Is education helpful or not helpful? Why?”
 - “Is learning difficult? Give me some examples.”
 - “How can you make learning easier?”
- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- As students may be overwhelmed by the Performance Task anchor chart, assure them that they will learn more about the chart in subsequent lessons and units. Consider displaying a model performance task from a former student.
- Remind students that everyone has reading goals that they are working toward. Emphasize growth and improvement rather than relative reading performance.

Instruction RI.3.1

Application RI.3.1, SL.3.1.B, SL.3.1.C, SL.3.6

Module Guiding Questions

Introduce and Discuss

1. Direct students’ attention to the Module Guiding Questions and read the questions aloud.
 - SAY** These questions will help to guide our learning and we will often refer back to them at different times throughout the module.
 - ASK** What do you notice about the guiding questions? *(We will think about why education, books, and reading are important and how to overcome learning challenges.)*
 - ASK** What do you wonder about the guiding questions? *(Answers will vary but may include wondering why it is important to learn about this.)*
2. Invite students to share with the whole group.
 - SAY** In this module, we will explore learning challenges related to education, books, and reading to deepen our understanding of overcoming obstacles surrounding these topics.
3. Invite students to reflect on what the module guiding questions mean to them and then share ideas with the whole group.

Module Guiding Questions

- Why are education, books, and reading important?
- How can I overcome learning challenges?

Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Pair each student with a partner who has more advanced or English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- Invite students to discuss the task, topic, or text with a partner in their home languages.

Approaching/MLL

- As students may be overwhelmed by the module guiding questions, assure them that you will continue to discuss the meaning of them in subsequent lessons and units.
- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.

Instruction RI.3.1, RI.3.10

Application RI.3.1, SL.3.1.B, SL.3.1.C, SL.3.6

Independent Research Reading Introduction

Model and Discuss

1. Launch independent research reading.

SAY Today, we are going to start reading independently to help build knowledge around our module topic. The first thing we will do is choose a text that you can read with fluency and understanding.
2. Direct students' attention to the first learning target and read it aloud.

SAY Let's make sure we keep that in mind as we explore different texts.
3. Display texts from diverse cultures and backgrounds for students to browse.

SAY There are a variety of books for you to explore. You will notice that the books represent different cultures and backgrounds. Reading books from diverse perspectives is important because it helps us understand and appreciate the experiences and stories of people from all over the world. Take some time to browse and see if any of the titles spark your interest.
4. Encourage students to select a few titles and "test-drive" them.

SAY It is time to test-drive a few books. That means reading the first few pages of a book to see if it's one you would like to keep reading. Try a few books and see which one feels like a good fit for you.
5. Invite students to share a few responses.

ASK What are some things you look for when test-driving a book? *(Answers will vary but may include a book they can read and understand or a book that interests them.)*

SAY The book you choose should be something you can read smoothly and understand. If the book is too hard or too easy, it will not be enjoyable or helpful for building your knowledge.

Independent Research Reading

I can choose a research reading book that interests me and connects with the module topic.

6. Model this process for students.

SAY Let me show you how I test-drive a book. I'm going to pick one from the books here. I will start by reading the first page or two aloud.

SAY As I read, I pay attention to how smoothly I can read the words and whether I understand the meaning.

If I come across a word that is difficult to understand, I might stop and try to figure it out, but if there are too many unfamiliar words, it might not be a good choice for me right now.

SAY I think this book is a good fit for me because I can read it fluently and I understand what is happening in the text.

SAY Now it's your turn to browse and test-drive different books to choose your research reading text.

7. Invite students to browse for books.

8. After students have chosen their texts, invite them to read silently.



Differentiation

Approaching

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.

MLL

- Consider developing a plan to take predetermined and timed breaks during the independent reading block. The plan should be modified over time to reduce the amount of breaks so students can sustain independent reading the entire time. Offer specific feedback as students build their stamina over time.
- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.
- Offer step-by-step guidance and model tasks before asking students to work independently.

Instruction RL.3.10, RI.3.10

Application RL.3.10, RI.3.10

Discussion Norms Introduction

Introduce and Discuss

1. Set a clear objective for students.

SAY Remember our learning target: I can discuss my book choice with a small group using complete sentences. Today, we will learn how to apply discussion norms to a collaborative conversation.

Discussion Norms

- Listen carefully and wait your turn.
- Ask questions and respond.
- Contribute and stay on topic.
- Link ideas.
- Speak clearly.
- Assume positive intent.

2. Introduce the concept.

SAY Discussion norms are guidelines that we follow in a collaborative conversation to keep it productive and focused. When we engage in these conversations, we add our own ideas to those of others. This helps us gain a deeper understanding of a topic from various perspectives.

3. Review the anchor chart with students.

4. Focus on the bullet that says “Contribute and stay on topic.” Explain why it is important and how to do it.

SAY Whenever you engage in a discussion, it’s essential to share your own thoughts while staying focused on the subject at hand. Participating in discussions demonstrates our engagement and involvement. By contributing our ideas and keeping the conversation on track, we show that we are attentive and enthusiastic about being part of the dialogue.



Differentiation

Approaching

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.
- Consider creating nonverbal hand signals that represent common phrases on the Discussion Norms anchor chart. Represent the hand signals on the chart with symbols.

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Display, repeat, and rephrase the questions. Restate responses, especially any confusing responses, to confirm meaning and make them comprehensible.

Instruction SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D, SL.3.3

Fishbowl Protocol Introduction

Introduce the Protocol

1. Explain to students that they will learn a new discussion protocol.

SAY Today, you will participate in the fishbowl protocol. First, we will watch a video of a mock fishbowl protocol. Then, you will use the protocol to observe your classmates engage in a discussion. You’ll apply our focus discussion norm, “Contribute and stay on topic,” to help you identify the strengths and weaknesses of their discussion.

2. Direct students’ attention to the video.

SAY Let’s preview this protocol by watching Class Clues.

3. Invite students to share what they notice or wonder about the video and the protocol.

ASK What do you notice? (*Answers will vary.*)

ASK What do you wonder? (*Answers will vary.*)



4. Explain the fishbowl protocol:

SAY In a fishbowl discussion, the inner group models a discussion or skill while the outer group observes and gives feedback. This helps us work together, share ideas, and improve our discussions.

5. Read aloud the fishbowl protocol steps.

6. Assign roles to your class. Decide who will be in the inner and outer circles. You may assign ahead of time or at the start.

SAY The inner circle will interact using discussion norms, such as a discussion protocol or role-play.

SAY The outer group will observe and note what worked well, what didn't, and what key questions were asked.

7. Arrange students into the two circles.

8. Direct students' attention to the fishbowl discussion question and read it aloud.

9. Guide students through the discussion to practice the protocol.

10. Allow students to discuss for five to six minutes.

11. Bring the class back together to reflect and share their ideas.

SAY Think about what you learned about the importance of being able to contribute and stay on topic when having a discussion.

ASK What did the group do well? What didn't work? What questions did you hear? *(Answers will vary but may include all students participated and added their ideas; some ideas were off topic; everyone's ideas were on topic and answered the discussion question.)*



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- After students offer suggestions on ways to improve the discussion, consider demonstrating these strategies via role-play to facilitate comprehension before asking them to synthesize.

Approaching/MLL

- To facilitate better comprehension, provide a note-taking template for students to jot down what they notice during the fishbowl. Example: Provide a T-chart with columns labeled Effective and Not Effective. They can refer to this during the model discussion.
- Display, repeat, and rephrase the questions. Example: "Did the group do a good job? Why? Should we do the same thing they did?"

Instruction SL.3.1.B, SL.3.1.C, SL.3.6

Application SL.3.1.B, SL.3.1.C, SL.3.6

Apply

Suggested Pacing: 10 minutes

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we chose independent reading research books.
- Explain the task.
SAY You will now share and discuss why you chose your book with a group. Be sure to contribute to the discussion and remain on topic.
SAY I will place you into small groups.
SAY You will have three minutes to silently think and take notes about why you chose your research reading book.
SAY Next, you will spend a few minutes sharing your thoughts with your group using the Discussion Norms anchor chart as support.
SAY After three minutes, I will refocus the whole group.
- Review the task criteria.
- Release students to begin the task and circulate to support.

Discussion Norms

- Listen carefully and wait your turn.
- Ask questions and respond.
- Contribute and stay on topic.
- Link ideas.
- Speak clearly.
- Assume positive intent.

Differentiation

Beyond

- Encourage students to apply what they have learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- Provide differentiated mentors by purposefully selecting partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partner.

Approaching/MLL

- Provide sentence frames for students who need support.

Examples:

- "I chose my book because . . ." (*it's about a fascinating topic; it has information that's new to me; someone recommended it to me*)
- "In the book, there is a picture of . . . That's why I think the book is . . ." (*interesting, special*)

Application SL.3.1.B, SL.3.1.C, SL.3.6

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Activity Share

- Remind students of what was covered in today's lesson.
- Distribute a sticky note to each student, ensuring they have a writing utensil.
- Explain that students will write one key takeaway from today's lesson and stick it to a designated spot in the classroom.
- Give students time to write and place their sticky notes.
- Afterward, allow students to observe and read other classmates' key takeaways.

- **ASK** Which key takeaway from a peer stood out to you the most? Why? *(Answers will vary.)*
- Use students' responses to briefly expound on different parts of the lesson.
- Clarify misinformation or misconceptions if they arise.

Key Takeaway

Which key takeaway from a peer stood out to you the most? Why?

Differentiation

Approaching

- Remind students they can use resources such as anchor charts to help them answer the discussion questions.
- Have students draw or act out what they learned before explaining it in words.

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Prompt students to reflect on what they have learned with scaffolded support. Example: "Tell me one thing you learned, and I'll ask a question to help you add more. Then, we'll check if it matches our learning target."

Application SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.

Learning Target

I can choose a research reading book that interests me and connects with the module topic.

- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.10, RI.3.10

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can discuss my book choice with a small group using complete sentences.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.10, RI.3.10, SL.3.1.B, SL.3.1.C, SL.3.6

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

Independent Reading

Read independently for 10 minutes.

Reading for Gist: *Waiting for the Biblioburro*



Purpose

In this lesson, students will learn to determine the gist of a text and participate in conversations to share and deepen their understanding.

By the end of the lesson, students should be able to do the following:

- Determine and record the gist of *Waiting for the Biblioburro*.



Learning Targets

- I can determine the gist of *Waiting for the Biblioburro*.



Prepare in Advance

Teacher

- *Waiting for the Biblioburro* by Monica Brown

You may wish to create physical copies of the following materials to hang in the classroom:

- Close Readers anchor chart
- Reading for Gist anchor chart
- Overcoming Learning Challenges anchor chart

Student

- Independent research reading book
- Student companion

All other materials necessary for this lesson are included within the digital lesson.



Media

- *Biblioburro: The Donkey Library*
- WingsTV



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Close Reading Routine
- Module Guiding Questions
- View Multimedia
- Read Aloud for Gist: *Waiting for the Biblioburro*
- Guided Practice
- Protocol Introduction
- WingsTV
- Guided Discussion

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.3, RL.3.10, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D, SL.3.2

Application

RL.3.1, RL.3.3, RL.3.7, RL.3.10, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D, SL.3.2, SL.3.6

Activate Prior Knowledge

Would You Rather?

- Remind students that they have been learning about overcoming learning challenges.
- Provide the Would You Rather? question.
ASK Would you rather read a difficult book with pictures or an easy book without them? (*Answers will vary.*)
- Have students choose an option and discuss why they chose it with a partner.
- Encourage students to share their choices aloud and explain why they prefer one option over the other.
- Explain that, today, students will continue to learn about the module topic by reading a book called *Waiting for the Biblioburro*.
- Encourage students to monitor how their minds may change as they learn more about the topic.

Would You Rather?

Would you rather read a difficult book with pictures or an easy book without them?

Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully selecting partnerships.

Approaching and/or MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read it aloud.

- **Learning Target #1:** I can determine the gist of *Waiting for the Biblioburro*.

Learning Targets

1. I can determine the gist of *Waiting for the Biblioburro*.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.3.1, RL.3.3, RL.3.10

Connect

40

Suggested Pacing: 40 minutes

Close Reading Routine

Introduce

1. Remind students that, today, they will read a new text, *Waiting for the Biblioburro*.
SAY When we read, it’s important to use strategies to help us better understand our text.
2. Direct students’ attention to the Close Readers anchor chart.
SAY This anchor chart has different strategies to help us better understand as we read. Throughout the year, we will use it to access different strategies for approaching new texts to help improve our comprehension.
3. Explain the concept of finding the gist.
SAY Today, we will work on finding the gist as we read. *Finding the gist* means “figuring out what a chunk of the text is mostly about.”

Close Readers

- Close readers think about the gist (what the text is mostly about) during and after reading.
- They go back to the text to find answers to questions.



Differentiation

Approaching

- Allow extra time for processing and responding to questions.

Beyond

- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Repeat and rephrase the learning target. Example: “I know what the author of *Waiting for the Biblioburro* is trying to teach me.”
- When defining the word *gist*, provide an example from a familiar class text.

Instruction RL.3.1, RL.3.10

Module Guiding Questions

Review

1. Focus students on the Module Guiding Questions anchor chart and reread the questions aloud.
SAY You are going to begin to discover our module topic, Overcoming Challenges, by listening to a story about a girl who faced challenges.
ASK By show of hands, who has faced a challenge before?
2. Allow students to respond by raising their hands.
3. Invite students to turn and talk with a partner to share their challenges and how they overcame them if they feel comfortable.

Module Guiding Questions

- Why are education, books, and reading important?
- How can I overcome learning challenges?



Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Invite students to turn to a partner and retell *Waiting for the Biblioburro* in one minute or less. Have them share, and give them feedback on their language use and summarizing skills. Then, invite them to turn to their partners and summarize again, this time in 30 seconds or less. Repeat the feedback process.

- Consider pairing each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.

Approaching/MLL

- Provide differentiated mentors by purposefully preselecting partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partners.
- Invite students who need additional support to act out key sections of the text with you as you read.
Example: When reading “Her teacher moved far away, and now there is no one to teach Ana,” act out packing your things and waving goodbye as you pretend to leave the classroom.
- Provide a sentence frame to bolster their participation.

Examples:

- “This story makes me think about . . .”
- “One challenge Ana faces is . . .”

Application: RL.3.10

View Multimedia

View and Discuss the Media

1. Explain to students that they will be reading texts about characters who have faced and overcome various learning challenges.
SAY The story we will read today is about a teacher from Colombia who created the Biblioburro, a mobile library carried by donkeys to bring books to children in remote villages. To build some background about his inspiring efforts, we will watch a short video about his work.
2. Inform students that this video is in another language, Spanish.
SAY Before we watch the video, I want to point out that it is in Spanish with English subtitles. Sometimes, educational resources are available in different languages, but we can still learn from them. I will read the captions aloud so that everyone can understand the content as we watch.
3. Play the *Biblioburro: The Donkey Library* video without interruption.
SAY As you watch the video, think about how the children might feel when they receive books from the Biblioburro and why. After the video, you will share with a partner.
4. Direct students to turn and talk with their partner and then select volunteers to share with the group.
ASK What did you learn about the Biblioburro in this video? (*Answers will vary.*)
ASK How do you think the children feel when they receive books from the Biblioburro? Why? (*Answers will vary but may include that the children might feel excited because they don't have many books, and getting new ones must feel special.*)
5. Transition into the reading: *Waiting for the Biblioburro*.
SAY Now that we have learned more about the Biblioburro, we are going to read *Waiting for the Biblioburro*. As we read, think about how the story connects to what we just learned in the video.

Media

Biblioburro: The Donkey Library





Differentiation

Approaching

- Enhance students' capacity for self-monitoring progress by developing a silent signal for hearing their answer during the video, and as you watch the video, proactively prompt students to use the silent signal if they learn the answer to their question.
- Optimize motivation and increase on-task orientation by inviting individual students to "lock the answers to their questions" by drawing on whiteboards as they watch the video.

Beyond

- Encourage students to write down the answers to their questions as they watch the video. They can also generate additional questions as appropriate.

MLL

- As you watch the video, guide information processing by prompting students to look for clues in the photographs as well as the narration.

Approaching/MLL

- To facilitate active listening, assign students a specific fact to watch and listen for during the video. Prompt them to give a thumbs-up when they hear information about their specific fact.

Application RL.3.1, RL.3.7, SL.3.1.B

Read Aloud for Gist: *Waiting for the Biblioburro*

Read and Discuss

1. Direct students' attention to *Waiting for the Biblioburro* and explain that this story is set in Colombia.
2. Focus students on the world map.
3. Show students the location of Colombia in relation to the United States on the map.
4. Explain that as you read, students will think about the gist.

SAY When we read for the gist, we try to keep track of who the text is about, where and when the text takes place, what is happening, and why. We may not fully understand the text the first time we read it, but thinking about the gist as we read and sharing the gist supports our comprehension, even when the text feels hard to understand at first.
5. Review the Reading for Gist anchor chart.
6. Focus students' attention on the text by sharing the title and author.
7. Complete a first read of the text, reading slowly, fluently, and expressively. Refer to the glossary in the back of the text as necessary.
8. After reading, invite students to spend five minutes reflecting silently.

ASK What did this story make you think about?
9. Prompt students to think about the gist. Tell them to refer to the Reading for Gist anchor chart.

ASK What is the gist of this text? (*Answers will vary but may include that Waiting for the Biblioburro is about a librarian who travels on donkeys to bring books to children in remote Colombian villages.*)
10. Invite students to turn and talk to their partners about their answers and then let students share with the whole class.

Media

Waiting for the Biblioburro



11. Correct misconceptions as needed.
12. Tell students that it is okay if they don't fully understand everything that was read on the first read. They will continue gaining meaning from the text as they read and reread.



Differentiation

Beyond

- Provide differentiated mentors by purposefully preselecting partnerships. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partners.

MLL

- Consider pairing each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- Provide a sentence frame to bolster their participation.

Examples:

- "This story makes me think about ..."
- "One challenge Ana faces is ..."

Approaching/MLL

- Use word clusters and word maps and encourage students to explore translations, spelling and pronouncing aloud, varied word forms, synonyms, definitions, translations, and collocations (words frequently used together) to develop knowledge of the word *challenge*.

Example:

- challenge = *meydan okuma*
- C-H-A-L-L-E-N-G-E
- challenger, challenging
- problem, difficulty
- a situation that tests someone's abilities
- face a challenge, overcome a challenge, a serious challenge
- When defining the word *challenge*, provide an example from a familiar class text.

Instruction RL.3.1, RL.3.10

Application RL.3.1, RL.3.10, SL.3.1.B

Guided Practice

Review and Recount

1. Inform students that by recounting a story, they can better understand its gist.
SAY Retelling the key parts of a story helps us remember important details and see how everything connects.
2. Direct students' attention to Recounting the Story: *Waiting for the Biblioburro*, which also appears in their student companions.
3. Guide students through completing it together.
SAY Think about the events in our story, *Waiting for the Biblioburro*. What happens in the story? Let's recount the key events together.

Recounting the Story: *Waiting for the Biblioburro*

Story Plot	Details
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

4. Indicate the first row, labeled Somebody.

SAY Let's start with the first row, labeled Somebody. This prompts us to add who the story is about, or the main character. Let's write the name of the person the story focuses on.

ASK Who is the main character of the story? (*Ana*)

5. Instruct students to write or type the answer in the Details column, in that same row.

SAY Yes, the story is about Ana; she is the main character. Write *Ana* in the Details column in the first row.

6. Point to the second row, labeled In.

SAY Now let's review the second row, labeled In. This prompts us to add where the story takes place, or the setting. The setting helps us understand where the events happened in the story.

ASK Where does this story take place? (*Colombia*)

7. Instruct students to write or type the answer in the Details column, in that same row.

SAY The story is set in Colombia, a country in South America. This is where Ana lives and where her story happens.

8. Point to the third row, labeled Wanted.

SAY Next, we have the row labeled Wanted. This prompts us to add what the main character hopes for or wants. It helps us understand what is important to him or her.

ASK What does Ana want? (*to read more books*)

9. Instruct students to write or type the answer in the Details column, in that same row.

SAY Ana loves reading and wants to have more books to read. She is excited to learn and explore new stories.

10. Point to the fourth row, labeled But.

SAY We will now review the row labeled But. This part prompts us to add what problem or challenge the character faces. Challenges make the story more interesting because they show obstacles the character must overcome.

ASK What is the problem Ana faces? (*The teacher moved away, and there are no libraries.*)

11. Instruct students to write or type the answer in the Details column, in that same row.

SAY Ana's teacher left, and there aren't many books available to her. This makes it difficult for her to continue learning and reading new stories.

12. Point to the last row, labeled So.

SAY Finally, let's review the row labeled So. This prompts us to add how the problem is solved. Every good story has a solution that helps the character move forward.

ASK How is the problem solved? (*The Biblioburro brings books to the children.*)

13. Instruct students to write the answer in the Details column, in that same row.

SAY A man named Luis Soriano brings books to Ana and other children using his two donkeys, Alfa and Beto.

14. Reinforce the importance of recounting by reviewing the completed chart with students.

SAY Now that we have completed our chart, we can see how each part of the story connects. Recounting and thinking about a story this way makes it easier to think and discuss the gist of the story.

Differentiation



Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their understanding of the lesson.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.
- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.
- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the think-pair-share protocol.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what a task looks and sounds like to complete each step before beginning the task.
- Stop often to check for comprehension. Dictate key sentences for students to recite so they practice using verbal language. Encourage them to act out and sketch key sentences.

Instruction RL.3.1

Application RL.3.1, SL.3.1.B

Protocol Introduction

Introduce the Protocol

1. Introduce the say something protocol to students.

SAY Today, we will use the say something protocol to discuss what we read with our partners. This activity helps us think aloud, listen closely to one another, and gain a shared understanding of our text.
2. Review the steps for the say something protocol.
3. Model how to use the protocol.
4. Choose and read a portion of the text, *Waiting for the Biblioburro*.

SAY Now that I am done reading, I will stop and ask a question, share an interesting idea, or make a connection.

SAY For example, when I stop to talk to my partner, I might point out a part of the text that stuck out to me and explain why.

SAY Once my partner and I have both shared, we will choose our next stopping point and begin reading again.

SAY When we get to our next stopping point, I could ask my partner a question, such as “What do you think will happen next?”
5. Prepare students to reread a portion of the text. In advance, choose which portion students will read. Alternatively, read aloud for students.

SAY Now, you will begin reading the text. Stop when you get to the stopping point.
6. Once partners have reached the chosen stopping point, have them take turns saying something to each other about the text.
7. Inform students they will continue the process, stopping at each chosen stopping point until the selection is completed.
8. After a designated time, engage the whole group in a discussion of the text.

ASK What did you talk about with your partner? What questions did you ask and answer? (*Answers will vary.*)

Say Something Protocol

1. Determine how far you will read in the text.
2. Read the portion of the text silently.
3. When you reach the stopping point, stop and talk to your partner.
4. Continue reading, stopping at each chosen stopping point to say something.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- Repeat and rephrase the learning target.
 - “I know what the author of *Waiting for the Biblioburro* is trying to teach me.”

Approaching/MLL

- Provide a sentence frame to bolster their participation.
Examples:
 - “This story makes me think about . . .”
 - “One challenge Ana faces is . . .”
- If students are not familiar with Colombia, help build excitement about the country by sharing art, videos, and visuals to provide background knowledge about the culture.
- Invite students who need additional support to act out key sections of the text with you as you read. Example: When reading “Her teacher moved far away, and now there is no one to teach Ana,” act out packing your things and waving goodbye as you pretend to leave the classroom.

Instruction RL.3.1, SL.3.2

Application RL.3.1, SL.3.2

WingsTV

View and Discuss the Media

1. Direct students' attention to the video.

SAY WingsTV episodes show strong examples of collaboration and discussion. They are a model for us to follow. As you watch, focus on one discussion norm you want to improve. Do you listen to others' ideas? Do you respond to their comments before sharing your own? Keep your goal in mind and see how the WingsTV students follow our class norms.

SAY The students will be discussing the texts and the task that we are working on. This is a type of conversation you will have often throughout this unit with your partner or group.

2. Play the video.

3. Invite students to share what they notice or questions they have about the video.

ASK What did you notice about the way the students in the video spoke to one another? (*Answers will vary but may include that they took turns, built on one another's ideas, or used examples from the text to support their answers.*)



ASK What did the students in the video say about the text or about the prompt that we will be answering that stood out to you? What did they say that you were thinking too? What did they discuss that helped you think about things in a new way? *(Answers will vary but may include that students had similar ideas about the challenges faced in Waiting for the Biblioburro.)*

ASK What questions do you have after watching the video? *(Answers will vary.)*

- Remind students to keep the video in mind as they move into their own discussions and writing aligned to the content of the video.



Differentiation

Beyond:

- Provide advanced sentence starters that encourage deeper analysis and connections.
- Invite students to challenge the ideas discussed by the student in the video.

Approaching/MLL:

- Pause the video at key points and ask students to share what happened in that portion of the video.
- Provide sentence starters to support oral expression of students' observations and questions.

Examples:

- "I noticed in the video . . ."
- "I wonder . . ."

Instruction RL.3.1, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D

Application SL.3.1.C, SL.3.2

Guided Discussion

Reflect and Discuss

- Display the Overcoming Learning Challenges anchor chart.

SAY Let's take a look at the Overcoming Learning Challenges anchor chart. This chart helps us track challenges that characters in our stories face and how they work through them. As we read and learn, we'll add to this chart to help us see patterns, understand their struggles, and connect their experiences to our own learning. This will help us see why each part of the lesson matters.

- Instruct students to reflect on the challenges that Ana faces and how she overcomes them.

SAY Now that you have read and discussed *Waiting for the Biblioburro*, you will have time to reflect on the challenges Ana faces in the story with a partner. You will also reflect on how she overcomes these challenges.

- Invite students to turn and talk to their partners and then select students to share their answers with the class.

ASK What are some challenges Ana faces? How does she overcome them? *(The teacher moved away, so there is no one to teach students in the village; a librarian brings books to the village on his burros.)*

- As students share, capture responses on the Overcoming Learning Challenges chart.

Overcoming Learning Challenges

Source	Who? Where?	Challenge(s)	How the Challenge Is Overcome



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- For students who are unsure of the answers to these questions, encourage them to repeat or paraphrase what their peers say.

Approaching/MLL

- Invite students to choose reading strategies to help them approach unfamiliar text.
Examples:
 - Chunk the text into manageable amounts (e.g., phrases, sentences, or paragraphs).
 - Read aloud.
 - Summarize what you read for someone else, perhaps using your home language first.
- For students who may need more support, provide sentence frames. Example: “One thing I like about *Waiting for the Biblioburro* is ____.” (*the beautiful pictures, the way Ana works hard to learn, how the librarian uses donkeys to travel to Ana*)

Instruction RL.3.1

Application RL.3.1, SL.3.1B

Apply

Suggested Pacing: 10 minutes

10

Your Turn

Independent Practice

Reading for Gist Guide: *Waiting for the Biblioburro*

- Recap the lesson.
SAY Today, we learned some things that close readers do, one of them being thinking about the gist, or what the text is mostly about, during and after reading.
- Explain the task.
SAY You will now complete the Reading for Gist Guide: *Waiting for the Biblioburro* on your own.
SAY To do this, reread *Waiting for the Biblioburro* if you need to. After you finish reading, complete the questions on your note catcher.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Reading for Gist Guide: *Waiting for the Biblioburro*

Questions	Details
Who is the character?	
Where is the setting? Where does Ana live?	
What does Ana want? Why do you think she wants this? Why doesn't she have books?	
How is Ana's problem solved?	
How does Ana feel after the visit from the biblioburro? How do you know?	



Differentiation

Approaching

- Provide a template of the Reading for Gist Guide: *Waiting for the Biblioburro* that includes lines.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Display, repeat, and rephrase the questions and answers on Reading for Gist Guide: *Waiting for the Biblioburro*.

Approaching/MLL

- Invite students to turn to a partner and retell *Waiting for the Biblioburro* in one minute or less. Have them share, and give them feedback on their language use and summarizing skills. Then, invite them to turn to their partners and summarize once again, this time in 30 seconds or less. Repeat the feedback process.
- To ensure that the purpose of the Reading for Gist Guide: *Waiting for the Biblioburro* is clear, ask the following question.

ASK Why are we using this Reading for Gist Guide: *Waiting for the Biblioburro*? (to focus on the character, setting, motivation, challenge, and solution in *Waiting for the Biblioburro*, which will help us talk about overcoming learning challenges; and to focus on how details convey the moral)

Application RL.3.1, RL.3.10

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Activity Share

- Direct students' attention to their Reading for Gist guides.
- Invite students to turn and talk with a partner.
 - SAY** We discussed the importance of reading for gist. Summarize the gist of the story for your partner using your Reading for Gist guide. (*Waiting for the Biblioburro is mostly about a girl named Ana who lives in Colombia. She loves to read and gets books from a traveling librarian, who brings books to her village on a donkey.*)
- After students talk with their partners, allow a few students to share.
- Engage with students' responses by adding positive feedback and clearing up any misconceptions.

Share and Reflect: Activity Share

Summarize the gist of the story for your partner using your note catcher.

Differentiation



Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Have students draw or act out what they learned before explaining it in words.

Application RI.3.10, SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

**I can determine the gist of
Waiting for the Biblioburro.**

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.3.1, RL.3.3, SL.3.1B, L.3.4

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.10, RI.3.10

Independent Reading

Read independently for 10 minutes.

Determining the Central Message: *Waiting for the Biblioburro*



Purpose

In this lesson, students learn to determine the central message or lesson of *Waiting for the Biblioburro* and apply key details to support their understanding of the text.

- By the end of the lesson, students should be able to do the following:**
- Identify the central message or lesson of *Waiting for the Biblioburro*.
 - Use details from the text to explain the central message.



Learning Targets

- I can use details from the text to determine the central message or lesson of *Waiting for the Biblioburro*.



Prepare in Advance

Teacher

- *Waiting for the Biblioburro* by Monica Brown

You may wish to create physical copies of the following materials to hang in the classroom:

- Central Message anchor chart

Student

- Student companion

All other materials necessary for this lesson are included within the digital lesson.

Agenda

- Ignite (5 minutes)**
 - Activate Prior Knowledge
 - Learning Targets
- Connect (40 minutes)**
 - Concept Introduction
 - Concept Model
 - Guided Practice
- Apply (10 minutes)**
 - Your Turn
- Reflect (5 minutes)**
 - Share and Reflect
 - Progress Reflection
- Homework**
 - Task Overview

60 Total Lesson Time
60 minutes

Standards

Instruction

RL.3.1, RL.3.2, RL.3.3

Application

RL.3.1, RL.3.2, RL.3.3, SL.3.1.B, SL.3.6



Activate Prior Knowledge

Prior Learning Connection

- Remind students that they have learned that close readers think about the gist (what the text is mostly about) during and after reading.
- ASK** Why is it important to understand the gist of a text? *(so you can retell it and remember the structure)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or clearing up any present misconceptions.
- Explain that, today, students will continue to explore what close readers do.

Prior Learning Connection Question

Why is it important to understand the gist of a text?

Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting partnerships.

Approaching and/or MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read it aloud.

- Learning Target #1:** I can use details from the text to determine the central message or lesson of *Waiting for the Biblioburro*.

Learning Targets

- I can use details from the text to determine the central message or lesson of *Waiting for the Biblioburro*.

Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.3.1, RL.3.2, RL.3.3

Connect

40

Suggested Pacing: 40 minutes

Concept Introduction

Define Central Message

1. Set a clear objective for students.
 - SAY** Remember our learning target: I can use details from the text to determine the central message, lesson, or moral of *Waiting for the Biblioburro*.
 - SAY** Today, we will learn to identify the central message of the story.
2. Introduce the concept.
 - SAY** The central message is the main idea or lesson the story is trying to teach. It’s what the author wants you to understand after reading *Waiting for the Biblioburro*. For example, the central message could be “Being kind helps everyone” or “Never give up.” It’s important to find the central message of a story so that we can understand the overall meaning, or purpose, of what the author wrote and make connections.
3. Review the Central Message anchor chart with students.

Central Message

What Is a Central Message?

A central message is the lesson or message an author wants the readers to learn.

Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Ask students about the meaning of chunks from a key sentence.
- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Instruction RL.3.2

Concept Model

Model Finding the Central Message

1. Model how to determine the central message in a text.
SAY To determine the central message of *Waiting for the Biblioburro*, we need to do a few things. I will model what I think and ask myself about before, during, and after reading.
2. Explain that, first, you must read or listen carefully to the text.
SAY The first step is to read *Waiting for the Biblioburro*. I will read or listen closely to the story and keep in mind that I'm looking for the central message, or lesson. I will think about my guiding questions to find key details as I am reading.
3. Model reading portions of the text aloud and pausing to notice and think about key details as outlined below.
4. Model thinking points for identifying the topic of a text and how that can help students determine the central message.
SAY As I read, I am going to pay close attention to what *Waiting for the Biblioburro* is about and think of it in one or two words. I will ask myself: "What is *Waiting for the Biblioburro* mostly about?" Some common topics are friendship, perseverance, and kindness.
5. Direct students to retrieve the Reading for Gist Guide: *Waiting for the Biblioburro* that they completed in the previous lesson.
SAY You can use this guide to help you determine the central message of the story by looking at the details and events you've already recorded.
6. Model thinking points for asking questions about events noted on the Reading for Gist Guide: *Waiting for the Biblioburro* and about the ending to find key details to help determine central message.
SAY The events and ending of the story can help us figure out the central message. Ask yourself questions like "Why are good things happening?" or "Why might bad things be happening?" The ending is the author's final chance to teach the lesson, so it usually gives us great clues about the central message. Look for changes from the beginning to the end and think about why those changes happened.
7. Model ways to think about repetition in the story.
SAY As you read, think about events, characters, or phrases that the author uses again and again. These can be clues to what the author wants the readers to learn from the text—the central message. Ask yourself if something you are reading, hearing, or seeing again and again is a clue that there is a lesson to learn.
8. Explain how the clues from the process above fit together so readers can infer the central message.
SAY Finally, put your clues together and infer the central message. Think about the topic and how the characters, events, and ideas from *Waiting for the Biblioburro* teach the reader something about that topic. On our anchor chart, you can see that I've listed several common topics and central messages. Each topic can have more than one central message.
ASK What are some other topics or central messages we can add to our list? Topics can have more than one central message. (*Answers will vary.*)

Fiction

Waiting for the Biblioburro





Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Prepare sticky notes with prewritten words or drawings based on the gist of different sections of the text. As students listen to the story, they can match the gist represented on the sticky notes with each section of the read-aloud.
- To ensure that the purpose of the Reading for Gist Guide: *Waiting for the Biblioburro* is clear, ask the following question.

ASK Why are we using this Reading for Gist Guide: *Waiting for the Biblioburro*? (to focus on the character, setting, motivation, challenge, and solution in *Waiting for the Biblioburro*, which will help us talk about overcoming learning challenges; and to focus on how ideas convey the central message or lesson)

- The note-catcher format Someone/In/Wanted/But/So can be used as a sentence frame to explain the focus.

Approaching/MLL

- Students who need more support may have trouble verbalizing their thoughts when it is their turn to say something. Help them identify key entries in their graphic organizer and allow them to repeat phrases and sentences that you model. Example: If a student wrote *house* or drew a house in the Setting row, point to it and the picture of the house on the first page of *Waiting for the Biblioburro* and say, "It takes place in Colombia, in a house on a hill behind a tree." Encourage the student to repeat the sentence while pointing to the graphic organizer and the picture of the house in *Waiting for the Biblioburro*.
- Offer choice with Reading for Gist Guide: *Waiting for the Biblioburro* by providing a template that includes lines.
- Display, repeat, and rephrase the questions and answers on Reading for Gist Guide: *Waiting for the Biblioburro*.

Instruction RL.3.1, RL.3.2, RL.3.3

Guided Practice

Guided Practice: Central Message

1. Introduce determining the central message.

SAY Now we are going to practice determining the central message together in *Waiting for the Biblioburro*.
2. Remind students that first they must read or listen carefully to *Waiting for the Biblioburro*.

SAY Remember that as we read this together, we are paying attention to find details to help us infer the central message of *Waiting for the Biblioburro*. The central message is the lesson or message an author wants the readers to learn. The author might say the message directly, but most often we have to look for key details and clues.
3. Read the text aloud.
4. Explain that readers identify the topic to guide themselves toward the central message.

ASK What is *Waiting for the Biblioburro* mostly about? Keep in mind a topic is usually just a few words. (access to books, overcoming challenges, joy of reading, traveling librarian)
5. Direct students' attention to the Central Message Guide: *Waiting for the Biblioburro* graphic organizer, which also appears in the student companion.

Central Message

What Is a Central Message?

A central message is the lesson or message an author wants the readers to learn.

6. Guide students through determining the central message. During the discussion, record answers on the Central Message Guide: *Waiting for the Biblioburro* graphic organizer.
7. Explain that students can think about the events and the characters of the text to find clues about the central message.
 - ASK** Who are the characters in this text? (*Ana, the librarian, Alfa, and Beto*)
 - ASK** How do they act? How do they feel about different ideas, events, or people in the text? (*Ana is curious and passionate about reading. She is excited about getting new books. The librarian is dedicated and kind. He believes education is important. Alfa and Beto are patient and reliable. They make it possible for the librarian to bring books to children.*)
 - ASK** What are some positive or negative things that happen to the main character? (*Ana faces the challenge of limited access to books in her village. Receiving new books from the traveling librarian brings her joy and excitement.*)
8. Explain that the events and the ending hold key details about the central message.
 - ASK** What are some important events from *Waiting for the Biblioburro*? How do those events result in positive or negative outcomes? (*Ana has no new books to read in her village. She hears the sounds of hooves and discovers the traveling library. Ana creates her own book to share with the librarian. The librarian promises to return, which brings excitement to Ana and the other children.*)
 - ASK** What happens at the end of *Waiting for the Biblioburro*? How do characters, setting, or events change from the beginning to the end? (*Ana creates her own book to share with the librarian. The librarian promises to return with more books.*)
9. Explain that repeated ideas can lead to determining the central message.
 - SAY** Now, go back and look for any ideas, sayings, or events that happen more than once. Usually if something happens more than once, the author wants readers to notice it.
 - ASK** What are some repeated ideas in the story? (*the joy and excitement of reading, the importance of access to books for all children, and overcoming challenges in learning*)
 - ASK** Why do you think the author repeats these ideas? (*The author repeats these ideas to show the importance of reading, access to books and education, and overcoming challenges. It helps readers to understand the central message.*)
10. Explain how the clues from the process above fit together so readers can infer the central message.
 - SAY** Now that we have collected key details from *Waiting for the Biblioburro*, we can piece them together as clues to the central message or lesson. Using what we know about the topic, characters, events, and repeated ideas, think about what the author wants readers to learn.
 - ASK** What is the central message of *Waiting for the Biblioburro*? What key details help you know that? (*The central message of Waiting for the Biblioburro is perseverance. Ana's determination to have new books, despite the challenges she faces, and the librarian's dedication to bringing books to remote areas highlight the importance of perseverance.*)



Differentiation

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Prepare sticky notes with words or drawings based on the gist of different sections of the text. As students listen to the story, they can match the gist with each section of the read-aloud.
- To ensure that the purpose of the Central Message Guide: *Waiting for the Biblioburro* is clear, ask the following question.

ASK Why are we using this Central Message Guide: *Waiting for the Biblioburro*? (to focus on the character, setting, motivation, challenge, and solution in *Waiting for the Biblioburro*, which will help us talk about overcoming learning challenges; and to focus on how details convey the central message)

- The note-catcher format Someone/In/Wanted/But/So can be used as a sentence frame to explain the focus.

Approaching/MLL

- Provide a template of the Central Message Guide: *Waiting for the Biblioburro* that includes lines.
- Display, repeat, and rephrase the questions and answers on the Central Message Guide: *Waiting for the Biblioburro*.

Instruction RL.3.1, RL.3.2, RL.3.3

Application RL.3.1, RL.3.2, RL.3.3

Apply

Suggested Pacing: 10 minutes

10

Your Turn

Collaborative Practice

- Direct students' attention to the Multiple-Choice Strategies chart.
- **SAY** When we answer questions, there are different ways to help us find the best answer. Today, you'll practice some of these strategies. When a question gives you multiple answer choices, using these strategies can help you pick the best one based on what you understand.
- Review the strategies with students.
- Recap the lesson.
- **SAY** Today, we learned how to determine the central message of *Waiting for the Biblioburro*. We practiced identifying the topic to help guide us toward the central message. We also determined key details and repeated ideas in the text that supported our central message.
- Explain the task.
- **SAY** You will now work with a partner to demonstrate your ability to determine the central message of a story and explain how it is supported by key details.
- **SAY** To do this, you and your partner will answer multiple-choice questions about finding the central message of a text.
- **SAY** Use the multiple-choice strategies to guide your thinking.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Multiple-Choice Questions: Central Message

Differentiation

Beyond

- Challenge students to link the learning target to other subjects or real-world applications, fostering interdisciplinary thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.
- Invite students to turn to a partner and summarize the previous reading before starting the next one.
- Ask students about the meaning of chunks from a key sentence.
- Preselect important sentences or chunks from this section of the text and prepare scaffolded questions to help support comprehension.

Application RL.3.1, RL.3.2

5

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned about identifying the central message of *Waiting for the Biblioburro*.
- Have students turn and talk with their partners to answer the following question.

ASK What are some strategies we use to identify the central message of the text? *(Answers will vary but may include noticing repeating ideas and how characters react to important events.)*

- Encourage students to share their thoughts, discuss their ideas, and respond to the responses of other pairs.

Reflection Question

What are some strategies we use to identify the central message of the text?

Differentiation

Approaching

- Remind students they can use resources such as anchor charts to help them answer the discussion question.

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.

Approaching/MLL

- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.

Application RL.3.2, SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate the progress they are making toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use details from the text to determine the central message or lesson of *Waiting for the Biblioburro*.

**Differentiation****Approaching**

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.3.1, RL.3.2, RL.3.3

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.10, RI.3.10

Independent Reading

Read independently for 10 minutes.

Reading for Gist and Determining the Central Message: *Nasreen's Secret School*



Purpose

In this lesson, students will learn to determine the gist and central message of *Nasreen's Secret School* and apply key details to support their understanding of the text.

By the end of the lesson, students should be able to do the following:

- Determine the gist of *Nasreen's Secret School*.
- Determine the central message or lesson of *Nasreen's Secret School*.
- Use details from the text to explain the central message.



Learning Targets

- I can determine the gist of *Nasreen's Secret School*.
- I can determine the central message or lesson of *Nasreen's Secret School*.



Prepare in Advance

Teacher

- *Nasreen's Secret School* by Jeanette Winter

Student

- *Nasreen's Secret School* by Jeanette Winter
- Student companion

All other necessary materials are included within the digital lesson.



Media

- Map of Afghanistan in Relation to America



Agenda

Ignite (5 minutes)

- Habits of Character
- Learning Targets

Connect (40 minutes)

- Read for Gist: *Nasreen's Secret School*
- Module Guiding Questions
- Collaborative Practice
- Launch Independent Reading Journals

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.2, RL.3.3, RL.3.10, RI.3.7, RI.3.10

Application

RL.3.1, RL.3.2, RL.3.3, RL.3.10, RI.3.7, RI.3.10, RF.3.4.A, SL.3.1B, SL.3.6

Habits of Character

Review and Discuss

- Remind students that they have been learning about how characters in stories have overcome their learning challenges.
- Explain what it means to understand or relate to someone else's experiences or to have empathy.
 - SAY** The stories we read help us understand what others might be going through. Think about the learning challenges Ana faces. When we understand or relate to someone's experience, it helps us connect with them and think about how they might feel.
- Have students discuss the following question with a partner.
 - ASK** How much do you understand or relate to the learning challenges Ana faces? (*I understand and relate a lot; I understand and relate a little; I'm not sure; I don't really understand or relate.*)
- Allow students time to respond to the poll.
- Facilitate a discussion for students to share their responses.
- Inform students that they will continue to learn about characters' learning challenges and how they overcome them.

Activating Prior Knowledge

How much do you understand or relate to the learning challenges Ana faces?

- A. I understand and relate a lot.
- B. I understand and relate a little.
- C. I'm not sure.
- D. I don't really understand or relate.

Differentiation

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Approaching and/or MLL

- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read them aloud.

- **Learning Target #1:** I can determine the gist of *Nasreen's Secret School*.
- **Learning Target #2:** I can determine the central message or lesson of *Nasreen's Secret School*.

Learning Targets

1. I can determine the gist of *Nasreen's Secret School*.
2. I can determine the central message or lesson of *Nasreen's Secret School*.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams to explain the learning target.
- Restate the learning targets in simpler language and connect them to something familiar. Example: "Today, we're learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture."

Instruction RL.3.1, RL.3.2, RL.3.3, RL.3.10, RI.3.7

Read for Gist: *Nasreen's Secret School*

Read and Discuss

1. Direct students' attention to *Nasreen's Secret School* and explain that this story is set in Afghanistan.
2. Focus students on the world map.
3. Show students the location of Afghanistan in relation to the United States on the map.
ASK Where is Afghanistan located on the map? (*Afghanistan is located in South-Central Asia. It is a landlocked country bordered by Pakistan, Turkmenistan, Uzbekistan, Tajikistan, and China.*)
4. Direct students' attention to *Nasreen's Secret School*. Complete a fluent first read of the text aloud, including the author's note. Have students chorally read along with you for one to two paragraphs of your choosing.
5. Explain that as you read, students will think about the gist.
SAY Remember, when we read for the gist, we try to keep track of who the text is about, where and when the text takes place, what is happening, and why those things are occurring. We may not fully understand the text the first time we read it, but thinking about the gist as we read and sharing the gist supports our comprehension, even when the text feels hard to understand at first.
6. After reading, invite students to spend a few minutes reflecting silently.
ASK What did this story make you think about? (*the importance of education, bravery and resilience, the impact of war and oppression, empathy and perspective-taking, the power of knowledge*)
7. Prompt students to think about the gist.
ASK What is the gist of this text? (*Answers may vary but may include Nasreen's Secret School is about a young girl who is forced to keep her education a secret because it's dangerous for her.*)
8. Invite students to turn and talk to their partners about their answers and then let students share with the whole class
9. Correct misconceptions as needed.
10. Tell students that it is okay if they don't fully understand everything that was read on the first read. They will continue gaining meaning from the text as they read and reread.

Nonfiction

Nasreen's Secret School: A True Story from Afghanistan



Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Provide sentence frames to help students focus while reflecting about the text. Invite them to read the sentence frames aloud before beginning to reflect. Example: "This story reminded me of . . ."

Approaching/MLL

- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.
- Model the process of reading for gist and annotating the text.
- Use choral or echo reading to build fluency.
- Encourage students to read aloud at a volume they are comfortable with, including whisper reading.

Instruction RL.3.1, RL.3.10, RI.3.7

Application RL.3.1, RL.3.10, RI.3.7, RF.3.4.A

Module Guiding Questions

Reflect and Discuss

1. Display the Overcoming Learning Challenges graphic organizer.

SAY Before we start discussing the text, let's take a look at our Overcoming Learning Challenges graphic organizer. Remember, this graphic organizer is important because it helps us track what we have learned to answer our module questions.

2. Read aloud the module guiding questions to the class.

SAY As we work with this graphic organizer, think about how it connects to these guiding questions.

3. Instruct students to reflect on the challenges that Nasreen faces and how she overcomes them.

4. Encourage students to use examples and pictures from the text to support their thinking.

SAY Now that you have read *Nasreen's Secret School*, you will discuss the challenges Nasreen faces in the story with a partner. You will also reflect on how she overcomes those challenges.

5. Invite students to turn and talk to their partners and then select students to share.

ASK What are some challenges Nasreen faces? How does she overcome them? *(She can't attend school, but she overcomes this by finding a secret school where she can learn and make new friends.)*

6. Capture responses on the Overcoming Learning Challenges graphic organizer.

7. Explain that students will now share their reflections.

SAY Now, you have the opportunity to share your reflections with the whole group. Remember, when someone else is sharing, it's important to listen respectfully. Show empathy and be kind with your words. We all have different thoughts and ideas, and we want to make sure everyone feels comfortable sharing.

8. Invite students to share their reflections with the whole group as they feel comfortable.

- Why are education, books, and reading important?

- How can I overcome learning challenges?

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills during discussions and activities to encourage language development and idea sharing in a safe environment.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Provide sentence starters to support oral expression of thoughts and ideas.

Examples:

- "One big challenge Nasreen faces is ..."
- "Nasreen faces challenges like ... because ..."

Instruction RL.3.10, RL.3.3

Application RL.3.1, RL.3.3, SL.3.1.C

Collaborative Practice

Review

1. Inform students that by recounting a story, they can better understand its central message.
SAY Retelling the key parts helps us remember important details and see how everything connects.
2. Direct students' attention to the Recounting the Story: *Nasreen's Secret School* note catcher, which also appears in the student companion.
3. Have students complete the note catcher.
SAY You will use the note catcher to record your notes. Notes help us remember our thoughts and do not have to be written in full sentences.
4. Explain that students will reread the book together in their groups.
SAY When you finish reading, work with your group and use the book to discuss possible answers. Together, you'll decide what to write on your Recounting the Story note catcher.
5. Remind students that they did this work in a previous lesson.
6. Invite students to begin reading.
7. Circulate to support students in reading and completing their note catchers.
8. Select students to share what they recorded.
9. Gather students' attention. Remind them that the central message is the main idea or lesson the author wants the reader to understand. Remind students that sometimes the author explicitly states, or comes right out and writes, the text's central message. Other times, the central message needs to be inferred from details in the text.
SAY Later in the lesson, you will get the opportunity to discover the central message of this story.

Recounting the Story: *Nasreen's Secret School*

Story Plot	Details
Somebody . . . (character)	
in . . . (setting)	
wanted . . . (motivation)	
but . . . (challenge)	
so . . . (solution)	

Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Before students write, invite them to turn to a partner and recount *Nasreen's Secret School* in one minute or less. Have them share, and give them feedback on their language use and summarizing skill. Then, invite them to turn to their partner and summarize again, this time in 30 seconds or less. Repeat the feedback process.
- Read aloud and rephrase the prompt on the Recounting the Story note catcher. Invite students to sketch rather than write their responses if writing is a barrier to identifying the gist.
- Provide a template of the Recounting the Story: *Nasreen's Secret School* note catcher that includes lines.
- Pair each student with another who speaks the same home language to foster equity and support language processing. Invite them to begin by discussing their responses in their home language, moving to responding in English. Students without a home language in common can be invited to think or write in their home languages first.

Approaching/MLL

- Provide a basic example through a think-aloud demonstration if the vocabulary is new to students.
- Remind students frequently of the meanings of new keywords.

Instruction RL.3.1, RL.3.2

Application RL.3.1, RL.3.2

Launch Independent Reading Journals

Introduce Independent Reading Journals

1. Invite students to retrieve their research reading texts and to read independently for five minutes.
2. After five minutes, distribute independent reading journals.
3. Explain that students will use independent reading journals and answer prompts about the texts they read.

SAY An independent reading journal can help us think more deeply about what we read and organize our thoughts. Let's look at an example to see how we can respond thoughtfully.
4. Direct students' attention to the Accountable Reading Prompts and Task and the independent reading journal, which also appears in the student companion.
5. Guide students to the journal's location in the student companion.
6. Model completing a response.

SAY Let's look at an example using *Nasreen's Secret School*.
7. Think aloud.

SAY First, I write the date, book title, author, and pages I read. This helps keep my reading organized.
8. Record this information in the chart.

SAY Next, I choose a prompt from the list. For this entry, I'll answer the question "What challenges are faced? How are they overcome?"
9. Annotate the prompt on the chart.

SAY Now, I will write my response.

SAY Finally, I connect my response to a bigger idea: It was dangerous for Nasreen to go to school where she lived, but her grandmother heard of a secret school and took her there.
10. Invite students to turn and talk.

ASK What do you notice about my journal entry? *(It includes details. It answers the prompt. It explains why something is important.)*

ASK How does my response go beyond just summarizing? *(Encourage students to notice that it connects to the bigger picture.)*

ASK Why do you think keeping a journal helps us better understand what we are reading? *(When we write about what we read, it helps us understand the story and think about it in a deeper way.)*
11. Clarify expectations for the independent reading journals.

SAY Throughout this module, you will complete your independent reading journal for homework using a text of your choice. Each time, you'll select a prompt to guide your response and apply the same strategies we practiced today, using specific details, explaining their importance, and making connections.

Accountable Reading Prompts and Task

Select a prompt and respond in your independent reading journal.

1. What challenges are faced? How are they overcome?
2. What is the main idea of the text? What are some key details, and how do they support the main idea?

12. Transition to applying the lesson.

SAY Now that we've practiced responding in our journals and determined the gist of our story, it's your turn to apply what you've learned. Use what we discussed to identify the central message in your own reading and explain how the details in the story support it.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Encourage students to apply what they have learned in innovative ways, such as creating presentations and multimedia projects, designing experiments, or writing reflections or stories that extend beyond the task.

Approaching/MLL

- For all homework assignments in this unit, read the prompts aloud and rephrase them. Students can discuss and respond to prompts orally, either with you, a partner, a family member, or a student from grades 4 or 5, or record an audio response.

Instruction RI.3.10

Application RI.3.10

Apply

10

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we practiced recounting the story and determining the gist of *Nasreen's Secret School*.
- Explain the task.

SAY You will use your Recounting the Story: *Nasreen's Secret School* note catcher to help you determine the central message of the story.

SAY To do this, you will review the details you recorded in your note catcher and complete the fill in the blank activity.

SAY Remember that the central message is an important message the author wants the reader to understand. To help you with this, answer this guiding question: What is one idea the author wants you to take away from this book?
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Determining the Central Message of *Nasreen's Secret School*

The central message of *Nasreen's Secret School* is _____.



Differentiation

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their understanding of the lesson.

MLL

- Before students write, invite them to turn to a partner and recount *Nasreen's Secret School* in one minute or less. Have them share, and give them feedback on their language use and summarizing skill. Then, invite them to turn to their partners and summarize again, this time in 30 seconds or less. Repeat the feedback process.
- Consider pairing each student with another who speaks the same home language to foster equity and support language processing. Invite them to begin by discussing their responses in their home language, moving to responding in English. Students without a home language in common can be invited to think or write in their home languages first.

Approaching/MLL

- Activate background knowledge by inviting students to demonstrate what a task looks and sounds like to complete each step before beginning the task.

Application RL.3.1, RL.3.2, RL.3.10

Reflect

5

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students learned how to determine the gist and central message of *Nasreen's Secret School*.
SAY Today, we worked at finding the gist. This work is important because it helps us as readers to quickly figure out what it's mostly about. Finding the central message of a story is important because it helps readers to understand the important lesson or theme the author wants to share.
- Direct students to turn and talk with their partners to answer the following question:
ASK What do you think is the central message of *Nasreen's Secret School*? (*Answers will vary but may include the central message of Nasreen's Secret School is that some people have to take dangerous risks to go to school but that getting an education is worth taking risks.*)
- Encourage students to share their thoughts, discuss their ideas, and respond to the responses of other pairs.

Reflection Question

What do you think is the central message of *Nasreen's Secret School*?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.
 - “I did well at . . . I know because . . .”
 - “Next time, I can improve on . . .”
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.
- Guide students in reviewing their work and connecting it to the learning target. Example: “Let’s look at our learning target again. Can you point to an example in your work that shows you met this goal?”
- Prompt students to reflect on what they have learned with scaffolded support. Example: “Tell me one thing you learned, and I’ll ask a question to help you add more. Then, we’ll check if it matches our learning target.”

Application RL.3.1, RL.3.3, SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

**I can determine the gist of
Nasreen’s Secret School.**

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.1, RL.3.3

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can determine the central message or lesson of *Nasreen's Secret School*.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.2

Homework

Task Overview

Introduce the Homework Task

- Introduce the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Independent
Reading Journal**

Close Read: *Nasreen’s Secret School*



Purpose

In this lesson, students will use key details to answer questions and determine the central message of *Nasreen’s Secret School*. They will also explore their first Sentence Studio by analyzing cause-and-effect relationships in language.

By the end of the lesson, students should be able to do the following:

- Answer questions about *Nasreen’s Secret School* using text evidence.
- Understand when to use the word *because* to show cause and effect.
- Explain how the central message or lesson is shown in *Nasreen’s Secret School* through key details using the word *because*.



Learning Targets

- I can answer questions about *Nasreen’s Secret School*, referring explicitly to the text.
- I can use connecting words like *because* to show cause and effect in my writing and speaking.
- I can write a response explaining how the central message or lesson of *Nasreen’s Secret School* is conveyed through key details in the text using the connecting word *because*.



Prepare in Advance

Teacher

- *Nasreen’s Secret School* by Jeanette Winter

Student

- Student companion
- *Nasreen’s Secret School* by Jeanette Winter

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Close Reading: *Nasreen’s Secret School*
- Guided Practice
- Sentence Studio Introduction
- Sentence Studio: Disassemble
- Sentence Studio: Reassemble

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A

Application

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, SL.3.1.B, L.3.4.A

Activate Prior Knowledge

Sentence Starter Connection

- Remind students that they have been learning to determine the gist and central message or lesson for the text *Nasreen's Secret School*.
- Inform students that they will complete a sentence starter with a partner.
- Read the sentence starter aloud: "One way understanding the gist helps me determine the lesson is . . ." (*by helping me see what the story is mostly about; by showing me the important events that lead to the lesson*)
- Have students turn to a partner to complete the sentence starters.
- After allowing students time to talk with their partners, encourage a few students to share.
- Explain that today's lesson will deepen their understanding of how to determine the central message as they build upon what they already know.

Sentence Starter Connection

One way understanding the gist helps me determine the central message or lesson is . . .

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.

Approaching and/or MLL

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Display and repeat your questions.

Application RL.3.10, SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read them aloud.

- **Learning Target #1:** I can answer questions about *Nasreen's Secret School*, referring explicitly to the text.
- **Learning Target #2:** I can use connecting words like *because* to show cause and effect in my writing and speaking.
- **Learning Target #3:** I can write a response explaining how the central message or lesson of *Nasreen's Secret School* is conveyed through key details in the text using the connecting word *because*.

Learning Targets

1. I can answer questions about *Nasreen's Secret School*, referring explicitly to the text.
2. I can use connecting words like *because* to show cause and effect in my writing and speaking.
3. I can write a response explaining how the central message or lesson of *Nasreen's Secret School* is conveyed through key details in the text using the connecting word *because*.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.3.1, RL.3.2, RL.3.3, RL.3.4, W.3.2.C, L.3.4.A, L.3.4.C, SL.3.1.B

Connect

Suggested Pacing: 40 minutes

40

Close Reading: *Nasreen’s Secret School*

Read and Collaborate

1. Group students into predetermined triads for close reading and have them label themselves A, B, and C.
2. Remind students that in the previous lesson, they read *Nasreen’s Secret School*, recounted what happens in the story, and determined its central message or lesson.
3. Invite students to retrieve their copies of *Nasreen’s Secret School* and their Recounting the Story: *Nasreen’s Secret School* note catcher, which also appears in the student companion.
4. **SAY** Today, you will work with your groups to recount the story using your Recounting the Story: *Nasreen’s Secret School* note catcher from the previous lesson.
4. Guide students through orally recounting the story with their groups.
5. Tell students that each partner will have one minute to orally recount the story, and Partner C will go first.
6. Invite Partner C to begin sharing.
7. After one minute, repeat this process with the remaining partners.
8. Direct students’ attention to the Close Read note catcher: *Nasreen’s Secret School*.

SAY When you orally recount the story, you will complete the Close Read note catcher: *Nasreen’s Secret School*

Nonfiction

Nasreen’s Secret School: A True Story from Afghanistan



with your group. Together, recount the story by recording key details from the text in the first column. In the second column, you will then tell how each detail contributes to the theme or message of the story.

9. Direct students' attention to *Nasreen's Secret School*.
10. Invite students to follow along, reading silently, as you reread pages 1–11 aloud.
11. Invite students to place a marker on the last page you read aloud and begin completing the Close Read note catcher.
12. Circulate to support students in reading and completing their note catchers.



Differentiation

Approaching

- Offer choice with the Close Read note catcher by providing a template that includes lines.

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Consider placing students with at least one partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the triad, initiating discussions and providing implicit sentence frames, for example.

Approaching/MLL

- Provide differentiated mentors by purposefully preselecting student groupings. Consider meeting with the mentors in advance to encourage them to share their thought processes with their partners.
- In preparation for the end-of-unit assessment, point out that the three main targets of the note catcher are: determine the meaning of unfamiliar words; discuss the lesson or moral and details that convey it; and identify the character's challenge and how he or she overcame it. Continually remind students that these are the same targets they will have to meet on the end-of-unit assessment.
- Consider allowing students to recount the story in multiple ways. For instance, a student could mime the story or draw a graphic novel.

Instruction RL.3.2, RL.3.3, SL.3.1.B

Application RL.3.2, RL.3.3, SL.3.1.B

Guided Practice

Guided Practice: Answering Multiple-Choice Questions

1. Remind students that they have been recounting the story and identifying its central message. Now, they will use these skills to answer multiple-choice questions by applying specific strategies.
2. Direct students' attention to the Multiple-Choice Strategies chart.
3. Review the strategies with students.

SAY When we answer multiple-choice questions, we use strategies to help us choose the best answer.

Multiple-Choice Strategies

- Read the question very carefully.
- Cover the answers and try to think of the answer yourself. Then, read the answers and find the one that is most like yours.
- As you read through each answer, think back to the text. What happens in the text that makes you think that might be right?
- Cross out answers you know are incorrect.

4. Direct students to the multiple-choice questions for *Nasreen's Secret School*.

SAY Use your text and work together to answer these questions. I will model the first question, and then you will work in groups to answer the remaining ones.

5. Direct students' attention to the first question and read it aloud. Instruct students not to look at the answer choices yet.

SAY I have read the question carefully. Now, let's take a look at pages 1 and 2. I know that "dark clouds hang over the city" can be literal, but in this case, the author is using figurative language.

ASK Using evidence from the text, what do you think the author means by this statement? (*The mood in Herat is sad or unhappy.*)

6. Direct students to examine the answer choices.

SAY Let's read through each answer choice to eliminate some of the choices. I know that the answer is not *D* because on the page before it says that at one time the city was flourishing or doing well but now everything has changed since the soldiers took over.

ASK What is another answer choice that we can eliminate, and why? (*option A or B*)

7. Remind students to use the multiple-choice strategies to narrow down the answer.

SAY I know the answer is *C* because the dark clouds represent how the mood in the city is sad and unhappy now that the soldiers have taken over.

8. Invite students to get with their groups.

SAY Work in your groups to answer the last three questions. I will read each question aloud, and you will have two minutes to discuss before selecting an answer. We will repeat this process for all the questions.

9. Begin reading the next question aloud and allow groups to discuss and answer the questions. Repeat this process until all questions have been answered.

10. Next, guide students in reflecting on the strategies they used and discuss how they helped them find the best answers.

SAY Today, we used multiple-choice strategies to analyze *Nasreen's Secret School* and applied evidence-based reasoning to answer questions. As you continue reading, remember to use these strategies to think critically about the text and support your answers with evidence.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.
- Revisit key concepts through repeated practice and alternative examples to solidify understanding over time.

Instruction RL.3.1

Application RL.3.1, RL.3.3, RL.3.4, RI.3.4

Sentence Studio Introduction

Introduce Sentence Studio

1. Welcome students to their first Sentence Studio. Explain that they will participate in several Sentence Studios throughout the year.
SAY During Sentence Studio, we discuss a sentence from a complex text. Like artists in their studios, we will investigate a sentence to understand how the phrases, structures, and details create the meaning of the entire sentence. We will discuss how the sentence helps paint a deeper understanding of the text and how we can use similar building blocks in our writing.
2. Explain that you will guide them through this Sentence Studio to better understand a complex sentence from *Nasreen's Secret School*.
SAY Today, we will examine a sentence from *Nasreen's Secret School*. We will look at a sentence that uses the word *because* to connect two ideas. This will help us understand how to explain our thoughts better when we write. This work will also help us use the word *because* to explain how the central message or lesson is shown in *Nasreen's Secret School* through key details.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.
- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.
- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.

Instruction RL.3.4, W.3.2.C

Sentence Studio: Disassemble

Guided Practice

1. Introduce the Sentence Studio routine.
SAY When we partake in Sentence Studio, we start by reading the sentence. We talk about what we think it means and how it helps us understand our focus question or sentence.
2. Direct students' attention to the sentence and read it aloud.
ASK How does this sentence make you feel? (*Answers will vary.*)

Sentence Studio: Disassemble

Subject 1	Predicate 1	Subject 2	Predicate 2

3. Explain that the first step is to disassemble the sentence for meaning.

SAY First, we take the sentence apart, chunk by chunk. A chunk is a part of something. We figure out what each chunk means and think about what it tells us about Nasreen and her actions. Let's talk about the first chunk of this sentence.

4. Read the first chunk of the sentence together: "Poor Nasreen . . . day."

5. Use the annotation tool to highlight the subject and predicate of the first clause in two different colors.

SAY I will highlight "Poor Nasreen" in one color and "sat at home all day" in a different color to signal the difference between the subject and the predicate in the sentence. The first color indicates the subject of the sentence: "Poor Nasreen." The subject is a noun phrase that tells us who or what the sentence is about. The second color signals the predicate: "sat at home all day." The predicate is a verb phrase that provides information about Nasreen and explains what she did or her action in the sentence.

ASK What does *poor* mean in this context? (*sad, feel sorry for, unlucky*)

6. Gather students' attention and read the second chunk of the sentence together: "girls are . . . school." As you read, highlight *girls* in the same color as the subject and *forbidden* in the same color as the predicate.

ASK Why are *girls* and *are forbidden to attend school* highlighted in different colors? (*They are color-coded for the same reasons as the first half of the sentence. One color signals the subject of the sentence: "girls." The other color signals the predicate: "are forbidden to attend school."*)

7. Point to and read aloud the two halves of the sentence: "Poor Nasreen . . . day" / "girls are . . . school."

8. Remind students that the sentence has two halves and that each half has a subject with a predicate.

ASK What is the first subject-predicate relationship, and what is the second subject-predicate relationship? (*"Poor Nasreen / sat at home all day"; "girls / are forbidden to attend school."*)

ASK Why is it important to know about subject-predicates? (*It helps us understand how sentences are structured. It will help with writing in complete sentences.*)

9. Have students complete the Disassemble activity, which also appears in the student companion.

10. Explain that this is important to know because most complete English sentences must have at least one subject with a predicate.



Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.
- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.
- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.

Instruction L.3.4.A, L.3.4.C

Application L.3.4.A, L.3.4.C, SL.3.1.B

Sentence Studio: Reassemble

Guided Practice

1. Instruct students they will now finish the disassemble stage and move to the reassemble stage.

SAY Now that you've learned the meaning of the chunks, let's put them back together. Disassembling the chunks adds to our understanding of the meaning of the sentence.

2. Direct students' attention to and read the sentence aloud again:

"Poor Nasreen . . . day, because girls are . . . school."

3. Break down the sentence by categorizing the subject-predicate structure of the sentence:

- a. *Poor Nasreen* (subject) + *sat at home all day* (predicate)
- b. *girls* (subject) + *are forbidden to attend school* (predicate)

4. Discuss the role of *because* as a connector explaining cause and effect.

SAY The word *because* is a connecting word that explains cause and effect—it shows why something happens.

SAY You can also use the word *because* in your own writing to explain a cause or reason. The word *because* helps to connect the second part of a sentence to the first part of a sentence by showing why something happens.

SAY Let's write the word *because* in the middle column to show how the two parts of this sentence are connected.

5. Prompt students to reflect on their first Sentence Studio by responding to the questions.

ASK How does your understanding of this sentence add to your understanding of Nasreen's challenge? (*It helps us understand why Nasreen sat at home all day. This sentence describes Nasreen's learning challenge: She is forbidden to go to school.*)

Sentence Studio: Reassemble

Part 1	Connector	Part 2

Differentiation

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

Approaching/MLL

- Provide immediate and specific feedback to guide students through challenges and reinforce their progress.
- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.
- Use tools, such as graphic organizers, sentence starters, or manipulatives, to help students organize their thoughts and stay focused on the learning target.

Instruction L.3.1.H, L.3.4.A

Application L.3.1.H, L.3.4.A, SL.3.1.B

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we answered questions about *Nasreen's Secret School* using evidence to support our answers and key details to determine the central message. We also participated in a Sentence Studio to learn to break down a sentence into its subject and predicate, and we learned how the word *because* connects ideas by showing cause and effect.
- Explain the task.

SAY Using work that we did in our previous lesson, you will now complete the sentence to show the central message of *Nasreen's Secret School* and support it with details from the story.

SAY To do this, you will use the sentence starter "The central message of *Nasreen's Secret School* is _____ because _____." You will use the central message that you determined in our previous lesson and use *because* to explain the reason.

SAY In the first blank, write what you think the central message is. In the second blank, explain why you think that by using details from the text to support your answer.
- Check for clarifying questions.
- Release students to begin tasks and circulate to support.

Central Message: *Nasreen's Secret School*

Fill in the blanks to complete the response.

The central message of *Nasreen's Secret School* is _____ because _____

Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application RL.3.2, W.3.2.C

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Questions

- Remind students that, today, they answered questions about *Nasreen's Secret School* and learned about the different struggles Nasreen faces.
- Have students turn and talk with their partners to answer the following questions.
 - ASK** What is a way we could show someone like Nasreen compassion? (*Answers will vary.*)
 - ASK** How can we practice respect or empathy in our own lives? (*Answers will vary.*)
- Encourage students to share their thoughts, discuss their ideas, and respond to the responses of other pairs.

Reflection Questions

- What is a way we could show someone like Nasreen compassion?
- How can we practice respect or empathy in our own lives?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Application SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.

Learning Target

I can answer questions about *Nasreen's Secret School*, referring explicitly to the text.

- Tell students to complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can use connecting words like *because* to show cause and effect in my writing and speaking.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.3.1, RL.3.2

Progress Reflection

Learning Target #3

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Tell students to complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #3.

Learning Target

I can write a response explaining how the central message or lesson of *Nasreen's Secret School* is conveyed through key details in the text using the connecting word *because*.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.2, W.3.2.C

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Independent
Reading Journal**

Mid-Unit Check



Purpose

In this lesson, students will review key concepts from the unit and complete the mid-unit check.

By the end of the lesson, students should be able to do the following:

- Explain a character’s challenges, the lesson, and how their actions move the story.
- Determine the meaning of words using different strategies.
- Complete the mid-unit check.



Learning Targets

Assessment

- I can explain a character’s challenges, the lesson, and how their actions move the story to demonstrate what I’ve learned in this unit.
- I can figure out the meaning of words using clues, root words, and affixes to demonstrate what I’ve learned in this unit.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

Student

- Student companion

All other materials necessary for this lesson are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (10 minutes)

- Reviewing Learning
- Introduce the Mid-Unit Check

Apply (40 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.2, RL.3.3, RL.3.10, L.3.4.A, L.3.4.C

Application

RL.3.1, RL.3.2, RL.3.3, SL.3.1.B, SL.3.1.C, SL.3.6, L.3.4.A, L.3.4.B, L.3.4.C

Assessment

RL.3.1, RL.3.2, RL.3.3, L.3.4.A, L.3.4.C

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding question and read it aloud.
- Remind students that, so far, they have learned how to explain a character's challenges, a story's central message, how characters' actions move the story, and how to figure out the meaning of words using clues, root words, and affixes.

ASK Based on what we have learned in this unit so far, why are education, books, and reading important? (*Education opens up new ideas and opportunities. Books help us learn new information and go on adventures. Reading is the key that makes learning possible.*)

- Allow a few students to share.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Inform students that, today, they will have a chance to show what they've learned by taking the mid-unit check.

Prior Learning Connection

- Why are education, books, and reading important?

Differentiation

Beyond

- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Pair each student with a partner who has more advanced English- language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.
- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Approaching and/or MLL

- Display and repeat your questions.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read them aloud.

- **Learning Target #1:** I can explain a character's challenges, the lesson, and how their actions move the story to demonstrate what I've learned in this unit.
- **Learning Target #2:** I can figure out the meaning of words using clues, root words, and affixes to demonstrate what I've learned in this unit.

Learning Targets

1. I can explain a character's challenges, the lesson, and how their actions move the story to demonstrate what I've learned in this unit.
2. I can figure out the meaning of words using clues, root words, and affixes to demonstrate what I've learned in this unit.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Have students restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Application RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B, L.3.4.C

Connect

Suggested Pacing: 10 minutes

10

Reviewing Learning

Review Key Concepts

- Before beginning the assessment, guide students in a brief discussion to review key concepts from the unit.
- Direct students’ attention to the Reviewing Key Concepts chart.
- Explain to students that you will use the chart to guide the review today.
 - ASK** What are some strategies we can use to figure out the meaning of unfamiliar words? (*use context, read the sentences around the word; look at affixes and roots of the word for clues; use reference materials, such as a dictionary*)
 - ASK** How do we find the central message of a story? How can we use key details to help with determining the central message? (*We think about the events in the story, character reactions, what the characters learn, and what happens at the end of the story.*)
 - ASK** What does it mean to face a challenge? (*to work through something hard or difficult and persevere through it*)

Reviewing Key Concepts

Review Questions	Response
What are some strategies we can use to figure out the meanings of unfamiliar words?	
What is the central message? How do we find the central message of a story? How can we use key details to help with determining the central message?	
What does it mean to face a challenge?	

Differentiation

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.

Instruction RL.3.2, L.3.4.A, L.3.4.C

Application RL.3.2, SL.3.1.A, L.3.4.A, L.3.4.B, L.3.4.C

Introduce the Mid-Unit Check

Review

1. Direct students' attention to the Multiple-Choice Strategies chart.
SAY Before we begin, let's review some strategies that help you answer multiple-choice questions carefully and accurately.
2. Read through each strategy together.
3. Briefly discuss why each strategy is helpful and how it can make answering questions easier.
4. Encourage students to share their thinking and connect the strategies to what they have already practiced.
5. Introduce the mid-unit check.
SAY We're halfway through our unit, so it's time to check how much we've learned so far. This mid-unit check helps us see how well we understand the reading and writing skills we've been working on. It's a great way to show what you know and how much you've grown.

Multiple-Choice Strategies

- Read the question very carefully.
- Cover the answers and try to think of the answer yourself.
- Then, read the answers and find the one that is most like yours.
- As you read through each answer, think back to the text. What happens in the text that makes you think that might be right?
- Cross out answers you know are incorrect.

Differentiation

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Break tasks into manageable parts with frequent check-ins to ensure understanding before moving on.

Instruction RL.3.10

Application SL.3.1.C

Your Turn

Assessment

- Recap the lesson.
SAY Throughout this unit so far, we have learned how to explain a character's challenges, the lessons they learn, and how their actions drive the story. We've also learned to determine the meaning of words by using context clues, root words, and affixes.
- Explain the task.
SAY You will now take the mid-unit check to show what you've learned.
- Direct students who will be completing the digital assessment to its location.
SAY Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs-up when you have found the assessment in your assignments.
- Have students who will be taking the paper-and-pencil assessment write their names at the top.
SAY Make sure you are on the first page of the assessment, and write your name at the top.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Now it's time to take your assessment.

Differentiation

Beyond

- Provide opportunities for independent or group projects that go deeper into the topic, encouraging critical thinking and creativity.
- Provide access to additional resources, such as books, videos, or online tools, to encourage independent exploration of the topic at a higher level.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Break down tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.

Application RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.C

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Assessment Reflection

- Share that, today, students took the mid-unit check to show what they have learned in this unit.
- Have students turn and talk with their partners to answer the following questions:
 - What was one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - What is one thing you think you could do better next time?
(Answers will vary.)
- After students talk with their partners, allow a few students to share.

- What was one thing you feel you did well? Why do you think that?
- What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Application SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can explain a character's challenges, the lesson, and how their actions move the story to demonstrate what I've learned in this unit.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.1, RL.3.2, RL.3.3

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can figure out the meaning of words using clues, root words, and affixes to demonstrate what I've learned in this unit.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application L.3.4.A, L.3.4.B, L.3.4.C

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.10, RI.3.10

Independent Reading

Read your research book for at least 10 minutes.

Writing Short Written Responses



Purpose

In this lesson, students will write short constructed responses using text evidence, identify complete sentence components (subject and predicate), and apply this knowledge to answer questions.

By the end of the lesson, students should be able to do the following:

- Write short constructed responses that answer questions about their research reading text.
- Recognize and use the components of a complete sentence (subject and predicate) in their responses.



Learning Targets

- I can construct short written responses to answer questions about *Nasreen's Secret School* using complete sentences that include a subject and a predicate.



Prepare in Advance

Teacher

- *Nasreen's Secret School* by Jeanette Winter

You may wish to create physical copies of the following materials to hang in the classroom:

- Writing Short Constructed Responses chart

Student

- Student companion
- *Nasreen's Secret School* by Jeanette Winter

All other necessary materials are included within the digital lesson.



Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Guided Discussion
- Concept Introduction
- Collaborative Practice
- Writing Task Introduction

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.2, RL.3.3, W.3.1.A, W.3.1.B, SL.3.1B, L.3.1.A, L.3.1.I

Application

RL.3.1, RL.3.2, RL.3.3, W.3.1.A, W.3.1.B, W.3.10, SL.3.1.B, L.3.1.I

Activate Prior Knowledge

Three-Two-One Reflection: Write It Out!

- Prepare students to reflect on what they've learned so far about recounting a story using key details and evidence to answer questions and determine the central message of a story.
- Direct students' attention to the Three-Two-One Reflection: Write It Out! graphic organizer, which also appears in their student companions.
- Explain that they will complete the following prompts in writing:
 - three things they've learned about recounting stories
 - two things they're still unsure about recounting stories
 - one thing they would like to know more about recounting stories
- Give students a few minutes to reflect and write independently.
- After writing, invite students to discuss their reflections with a partner.
- Encourage students to be attentive throughout the lesson because today's lesson may address the topics they are unsure about or are curious to explore further.

Three-Two-One Reflection: Write It Out!

Three things you have learned.	Two things you are unsure about.	One thing you would like to know more about.

Differentiation

Beyond

- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Read each prompt aloud and model possible sentence starters.
Examples:
 - "I learned that . . ."
 - "I'm still unsure about . . ."
- Provide extra time and display the sentence frames as students write.

Application SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read it aloud.

- **Learning Target #1:** I can construct short written responses to answer questions about *Nasreen's Secret School* using complete sentences that include a subject and a predicate.

Learning Targets

1. I can construct short written responses to answer questions about *Nasreen's Secret School* using complete sentences that include a subject and a predicate.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.3.1, RL.3.2, W.3.1.B, SL.3.1.B, L.3.1.A, L.3.1.I

Connect

Suggested Pacing: 40 minutes

40

Guided Discussion

Review and Discuss

1. Pair students and invite them to label themselves A and B.
2. Invite students to retrieve their copy of *Nasreen’s Secret School* and their Recounting the Story: *Nasreen’s Secret School* note catcher.
3. Explain that students will retell the story to their partners using their note catchers.

SAY You will have two minutes to review your book and note catcher silently. Then, Partner B will retell the story to Partner A in one minute. Switch roles, and Partner A will retell the story to Partner B in one minute.
4. Instruct students to begin their silent reviews and guide them through the process.
5. Refocus students.

SAY Keep in mind what you discussed with your partners. This will help you today as we learn how to write responses to questions.

Nonfiction

Nasreen’s Secret School: A True Story from Afghanistan



Differentiation

Beyond

- Challenge students to link the learning target to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- For MLLs and students who may need additional support with expressive language/memory, provide a list of keywords for additional support in retelling *Nasreen's Secret School*. Students can use the list as a prompt as they recount. Alternatively, select key illustrations from the text and invite students to use the illustrations as a guide to recount the story.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Break tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.

Instruction SL.3.1.B

Application RL.3.2, SL.3.1.B

Concept Introduction

Review the Components of a Sentence

1. Direct students' attention to the Components of a Sentence chart.
 - SAY** We've answered questions about *Nasreen's Secret School* in different ways—by talking, choosing answers, and using note catchers. Today, we will practice writing our answers in complete sentences with details. This is called a short constructed response.
2. Review what the terms *noun*, *verb*, *subject*, and *predicate* mean.
 - SAY** To get us started, we will review the components of a sentence. This helps us to respond in complete sentences.
 - SAY** A noun is a word that names a person, place, thing, or idea.
 - SAY** A verb is an action word. It tells what someone or something does.
 - SAY** A subject is who or what the sentence is about. It is the noun or noun phrase (or pronoun or pronoun phrase) that performs the action or that the sentence is about.
 - SAY** A predicate is what the subject does or what is happening to the subject. It includes the action or verb and sometimes more information about it.
3. Direct students' attention to the displayed sentence: "The girls had hidden . . . soldier."
4. Guide students in identifying the components of the sentence.
 - ASK** What nouns do you see in this sentence? (*girls, schoolwork, and soldier*)
 - SAY** Yes, the nouns are *girls, schoolwork, and soldier* because they name people or things.
5. Prompt students to find the verb.
 - ASK** What is the verb in this sentence? What action is happening? (*had hidden*)
 - SAY** The verb phrase is *had hidden* because it tells what the girls did.

Components of a Sentence

- **Noun:** A noun is a person, place, thing, or idea.
- **Verb:** A verb is an action word. It tells what someone or something does.
- **Subject:** The subject is who or what the sentence is about.
- **Predicate:** The predicate is what the subject does or what is happening to the subject.

6. Prompt students to identify the subject.
ASK Who or what is this sentence about? (*the girls*)
SAY The subject is *the girls* because they are the ones doing the action.
7. Prompt students to identify the predicate.
ASK What is the predicate in this sentence? What is the subject doing? (*“had hidden their schoolwork, outwitting the soldier”*)
SAY The predicate is “had hidden . . . soldier” because it tells what the subject is doing and provides more details about the action.
8. Review the importance of sentence components to clearly communicate your ideas.
SAY Remember, being able to identify nouns, verbs, subjects, and predicates and use them correctly in your sentences will help you write clear and complete short responses.

Differentiation

Beyond

- Challenge students to link the learning target to other subjects or real-world applications, fostering interdisciplinary thinking.

MLL

- Provide a list of keywords for additional support in retelling *Nasreen’s Secret School*. Students can use the list as a prompt as they recount. Alternatively, select key illustrations from the text and invite students to use the illustrations as a guide to recount the story.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Break tasks into smaller, manageable parts with frequent check-ins to ensure understanding before moving on.

Instruction L.3.1.A, L.3.1.I

Application RL.3.2, SL.3.1.B, L.3.1.I

Collaborative Practice

Practice the Components of a Sentence

- Explain that students will now work with a partner to analyze sentence components using the displayed sentence.
SAY You will now work with your partner to answer the questions in this chart using the sentence “Nasreen and her grandmother live in Herat, Afghanistan.”
- Direct students’ attention to the Components of a Sentence chart, which also appears in their student companions.
- Inform students that once they get to the final question, they will practice writing in a complete sentence to answer the question “Why is Afghanistan important to the story?”
- Release students to begin working.
- Refocus the group and allow students to share their answers and sentences.

Components of a Sentence

Question	Response
What nouns do you see in the sentence?	
What is the verb in this sentence?	
Who or what is the sentence about? (subject)	
What is the subject doing? (predicate)	
Write in a complete sentence to answer this question: Why is Afghanistan important to the story?	

6. Correct and clarify misconceptions.
7. Explain that constructing clear sentences with a strong subject and predicate helps communicate ideas more effectively.

SAY When we write, it's important to use clear sentences with a strong subject and predicate. This helps your reader understand exactly what you're trying to say. By focusing on the nouns and verbs and how they work together in a sentence, you can make sure your ideas are clear and easy to follow.



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- As students write their short constructed responses, remind them that every English sentence they write should normally have a subject and a predicate.

Approaching/MLL

- Offer step-by-step guidance and model tasks before asking students to work independently.
- Give students time to think and verbally process their constructed responses in pairs before writing. Encourage them to prompt one another with Goal 1 Conversation Cues (e.g., "Can you say more about that?"). Time to verbally process in pairs is critical to acquiring both language and content knowledge.

Application RL.3.1, SL.3.1.B, L.3.1.I

Writing Task Introduction

Introduce the Writing Task

1. Explain that students will now practice writing their answers in complete sentences with supporting details.
2. Direct students' attention to the displayed question.
3. Read the question aloud.

SAY We've answered questions about *Nasreen's Secret School* in different ways—by talking, choosing answers, and using note catchers. Now, we'll practice writing our answers in complete sentences with details. This is called a short constructed response.

4. Invite students to retrieve their Close Read note catcher: *Nasreen's Secret School*.

SAY Let's break down this question to make sure we understand what we need to answer.

5. Instruct students to annotate key parts of the question as you go through them together.

ASK What is the first part of the question that I must write a sentence to answer? (*What is the central message?*)

6. Direct students to highlight *what is the central message?* in the question.

SAY We need to make sure that we answer each part of the question in a complete sentence.

ASK What can I use to help me answer this question? (*Close Read note catcher: Nasreen's Secret School*)

In *Nasreen's Secret School*, what is the central message or lesson, and how is it conveyed or shown through the details in the text?

7. Guide students to reference their note catchers and confirm their answers with textual evidence.
SAY Now, let's find the next part of the question that we must answer. Do you see it? (*"How is it conveyed through details in the text?"*)
8. Direct students to highlight *how is it conveyed or shown through the details* in the question.
ASK What does the word *it* refer to in this part of the question? (*the central message*)
9. Reinforce this by rereading the full question and emphasizing the connection.
10. Point to the *s* at the end of *details* and remind students that this means they need to include more than one detail from the text.
SAY We can use our note catchers to help us write sentences that support the central message. This ensures that we include enough details for evidence.
11. Reread the question aloud to reinforce understanding.
12. Invite students to think-pair-share with a partner.
ASK In *Nasreen's Secret School*, what is the central message? (*Answers will vary but may include education is valuable and worth taking risks for.*)
13. Instruct students to find evidence in the text to support this idea. Encourage students to note their evidence in their Close Read note catchers.
ASK How does the text show that learning is important to Nasreen and her grandmother? (*Answers will vary but may include her grandmother taking her to a secret school because girls aren't allowed to attend regular schools.*)
14. Summarize the importance of answering all parts of the question with text-based evidence.
SAY When we answer questions, we need to make sure we respond to every part and use details from the text to support our thinking. This helps us give clear and strong answers.



Differentiation

Beyond

- Challenge students to link the learning target to other subjects or real-world applications, fostering interdisciplinary thinking.
- Provide advanced sentence starters that encourage deeper analysis and connections.

MLL

- As students write their short constructed responses, remind them that every English sentence they write should normally have a subject and a predicate.

Approaching/MLL

- Point out a useful sentence frame for beginning each key sentence of the short constructed response.
 Examples:
 - "*Nasreen's Secret School* teaches us that . . ."
 - "The text conveys this by . . ."
- Give students time to think and verbally process their constructed responses in pairs before writing. Encourage them to prompt one another with Goal 1 Conversation Cues (e.g., "Can you say more about that?"). Time to verbally process in pairs is critical to acquiring both language and content knowledge.

Instruction RL.3.2, W.3.2.B

Application Standards RL.3.2, W.3.2.B, SL.3.1.B

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.

SAY Today, we practiced recounting the story of *Nasreen's Secret School*. We used key details and evidence to answer questions and support the central message or lesson of the story. We also worked on understanding the components of a sentence and practiced identifying the subject and predicate in a sentence from our text.
- Explain the task.

SAY You will now write a response that answers the question "What is the central message or lesson of *Nasreen's Secret School*, and how is it shown through details in the text?"

SAY To do this, you will reread the text or use your resources and note catcher to recall the central message or lesson.

SAY Then, you will explain how the author conveys this message by using more than one detail from the text to support your response.

SAY Remember to write in complete sentences with a subject and a predicate to ensure your response is clear and well organized. You can use the displayed sentence frame to help you get started.

SAY Before you begin writing, review your note catcher and select the strongest details to support your answer.
- Instruct students to write their responses independently, using the sentence frame as needed.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Central Message of *Nasreen's Secret School*

What is the central message or lesson of *Nasreen's Secret School*, and how is it shown through details in the text?

Text	Central Message
<i>Nasreen's Secret School</i>	

Differentiation

Approaching

- Consider offering built-in breaks, during which students can choose an activity such as getting water or stretching. Reduce the number of these breaks over time as students increase their stamina.
- Minimize distractions during independent writing by providing tools such as sound-canceling headphones or individual dividers.

Beyond

- If you used the anchor chart with the columns corresponding to the different question components in the previous portion of the lesson, consider providing a graphic organizer with three columns for students to fill in. This will help them generalize the strategy across multiple questions.

MLL

- For support, ask students to "think about their thinking" (metacognition). Example: "How did you decide how to say the lesson or message in English? I'll give you some time to think and write or sketch."

- Direct students' attention to a three-column chart labeled with the parts of the question and response—lesson or message, how the lesson was conveyed, and details that conveyed the lesson. As students discuss possible responses, complete the chart, ensuring that each column is filled for each possible response.

Approaching/MLL

- For additional support, allow students to begin writing their constructed response by sketching their ideas.

Application RL.3.2, W.3.1.B, L.3.1.I

Reflect

Suggested Pacing: 5 minutes

5

Share and Reflect

Reflection Questions

- Today, I trusted you all to work independently and get your tasks done without needing me to hover over you. You demonstrated integrity by staying focused and responsible.
SAY When you behave with integrity, you are honest and do the right thing, even when it's difficult, because it is the right thing to do.
ASK What does integrity look like? If you saw someone behaving with integrity, what would you see? (*Integrity means doing the right thing, even when no one is watching. If I saw someone with integrity, they might return a lost toy instead of keeping it. They follow the rules, even if no one is checking.*)
ASK What does integrity sound like? If you heard someone behaving with integrity, what would you hear? (*Integrity sounds like someone telling the truth, even if they made a mistake. I might hear them say, "I broke the crayon by accident," instead of hiding it.*)
- Allow students to reflect with a partner to discuss at least two ways they demonstrated integrity during today's lesson.
ASK How did using integrity help you finish today's task when it was challenging? (*Answers will vary but may include that integrity helped students stay focused and do their best, even when it was hard; they made sure to follow the steps and keep trying until they finished.*)
- Invite students to share.

Reflection Questions

- What does integrity look like? If you saw someone behaving with integrity, what would you see?
- What does integrity sound like? If you heard someone behaving with integrity, what would you hear?
- How did using integrity help you finish today's task when it was challenging?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Application SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain that students will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Explain that students will complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can construct short written responses to answer questions about *Nasreen's Secret School* using complete sentences that include a subject and a predicate.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning target.

Application RL.3.1, RL.3.2, W.3.1.A, W.3.1.B, SL.3.1.B

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Independent
Reading Journal**

Revising Short Written Responses

Purpose

In this lesson, students will learn how to revise errors in spelling, capitalization, and punctuation in their constructed responses and apply what they have learned by participating in a peer critique.

By the end of the lesson, students should be able to do the following:

- Identify and correct spelling, capitalization, and punctuation errors in a model text.
- Apply strategies for improving their writing, such as using a dictionary.
- Participate in a peer critique.

Learning Targets

- I can revise short written responses that answer questions about my research reading text to correct errors in spelling, capitalization, and punctuation.

Prepare in Advance

Teacher

- Sticky notes

You may wish to create physical copies of the following materials to hang in the classroom:

- Peer Critique anchor chart

Student

- Student companion
- Research reading texts

All other materials necessary for this lesson are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Revising a Model
- Protocol Introduction

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview

60 **Total Lesson Time**
60 minutes

Standards

Instruction

W.3.5, SL.3.1.B, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G

Application

RL.3.1, RL.3.2, W.3.5, W.3.10, SL.3.1.B, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G

Activate Prior Knowledge

Introduce Clue Catcher

- Remind students that they have been learning how to write short written responses to answer questions about a text.
- Give students a series of clues related to writing short written responses and have them think about what they already know about the clues.
 - SAY** This is something from the text that good writers use to prove their ideas and answers. (*evidence from the text*)
 - SAY** This is a clear idea that writers use to introduce their writing. (*topic sentence*)
 - SAY** This is when writers use important words from the question to make their answer stronger and more focused. (*using vocabulary from the prompt*)
- Invite students to work together to guess the person, place, thing, or idea based on the clues.
- As students share their guesses, encourage them to explain their reasoning for their guesses and connect the clues to what they already know about writing short written responses.
- Build on their existing knowledge to continue the lesson on writing short written responses.
 - ASK** What do you already know about finding proof in the text to support your ideas? (*I can find evidence to support my ideas; words that are in the book that reinforce my ideas.*)
 - ASK** How do writers start a short response to tell the reader what they are talking about? (*They write a topic sentence.*)

Clue Catcher

- This is something from the text that good writers use to prove their ideas and answers.
- This is a clear idea that writers use to introduce their writing.
- This is when writers use important words from the question to make their answer stronger and more focused.

Differentiation

Beyond

- Invite each student to reflect on additional examples.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.

Approaching and/or MLL

- Display and repeat your questions.
- Invite students to connect to their own experiences.

Application SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning target and read the learning target aloud.

- Learning Target #1:** I can revise short written responses that answer questions about my research reading text to correct errors in spelling, capitalization, and punctuation.

Learning Targets

- I can revise short written responses that answer questions about my research reading text to correct errors in spelling, capitalization, and punctuation.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction W.3.5, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G

Connect

40

Suggested Pacing: 40 minutes

Revising a Model

Guided Practice: Revise

1. Direct students’ attention to *Nasreen’s Secret School*: Model for Critique, which also appears in their student companions.
2. Read aloud while students follow along silently.
3. Invite students to participate in a turn and talk with a partner and then share their responses with the whole group.

ASK What do you notice about the writing? *(Answers will vary but should include misspelled words, incorrect or missing punctuation, or capitalization errors.)*

4. Direct students’ attention to the Conventions chart, which also appears in their student companions.

SAY You have been learning about spelling, capitalization, and punctuation since kindergarten. The displayed model has errors in each. Let’s review what you know before we begin.

5. Instruct students to signal when they are ready.

ASK What type of words should always be capitalized? *(beginning of a sentence, pronoun I, names of people and places)*

ASK What types of punctuation do you see when reading? *(periods at the end of statements, question marks at the end of questions, commas in lists, apostrophes for contractions)*

Nasreen’s Secret School: Model for Critique

Nasreen’s secret School teaches us that some poeple will take dangerus risks to go to school because learnin is very important to them. the text conveys this by describing how nasreen’s grandmother takes her to a schol that is secret because girls arent alowed to go to school It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and it explains they were lucky that no soldiers saw them

- ASK** How can you check to see if a word is spelled correctly? *(use spelling rules and patterns or a dictionary)*
6. Introduce the partner activity.
 7. Explain that students will use a dictionary to check the spelling of tricky words.

SAY You will work with a partner to reread the model text. Use the annotation tool to correct spelling, capitalization, and punctuation errors. You may use a dictionary to check tricky words.
 8. Have students begin.
 9. Circulate to support students in rereading the text and identifying errors.
 10. Refocus the whole group. Have them share their corrections with their partners and then with the whole class.

ASK What spelling errors did you find? How did you correct them? *(Answers will vary but may include using a dictionary, spelling rules, and phonics patterns.)*

ASK What strategies do you use when you are writing to spell words correctly? *(a dictionary, spelling rules, phonics patterns)*

ASK How did using the dictionary help you correct your spelling? *(It showed me the correct spelling. I confirmed it by reading the definition.)*
 11. Direct students' attention to the Conventions chart again and review the spelling strategies together.
 12. Model correcting spelling errors on *Nasreen's Secret School: Model for Critique*.
 13. Repeat this process with punctuation and then capitalization.
 14. Explain that students reviewed and corrected errors in spelling, punctuation, and capitalization using strategies like phonics patterns and dictionaries.

ASK How did you use these strategies to help improve your accuracy in writing? *(Answers will vary but may include using a dictionary to confirm tricky words, thinking about spelling rules to correct errors, or remembering capitalization rules to always capitalize proper nouns.)*
 15. Remind students that good writers always review their work for accuracy before finalizing their pieces.

SAY By reviewing spelling, punctuation, and capitalization, you are strengthening your writing skills. Remember, careful editing helps make your writing clear and polished. Keep applying these strategies in all of your writing.

Differentiation

Approaching

- Underline the errors for students who need additional support, inviting them to try to correct the errors. Consider providing the correct answer and inviting students to figure out and explain why the answer is correct.

Beyond

- Offer open-ended questions or advanced problems to explore connections beyond the learning target, promoting higher-level thinking.
- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Introduce the terms *spelling, capitalization, and punctuation*. Invite students to add the words to their vocabulary logs. Explain that these are features of English that help writers communicate clearly. For students who make myriad spelling, capitalization, and punctuation errors, consider limiting the focus to errors that interfere with meaning, like word choice, transition language, or syntax.
- Underline the errors for students who need additional support, inviting them to try to correct the errors. Consider providing the correct answer and inviting students to figure out and explain why the answer is correct.

Instruction L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G

Application L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G, SL.3.1.B

Protocol Introduction

Review the Protocol

1. Explain to students that they will engage in a peer critique to provide constructive feedback on each other's writing around conventions.
SAY Learning to give and receive helpful feedback will improve your writing skills and help you support your classmates.
2. Display the Peer Critique chart.
3. Explain to students that they will get the opportunity to peer critique each other's constructed response from the previous lesson, focusing on conventions.
SAY When you work together to review and critique work, this is called a peer review or a peer critique. A peer is someone else in our class.
4. Invite students to think-pair-share, leaving adequate time for each partner to think, ask the question to their partner, and partner share.
ASK How can we effectively give peer feedback? What things should we think about and be aware of? What strategies can we use? *(Be kind, be specific, be helpful, and participate.)*
ASK What does this look like? What does this sound like? *(listening carefully, helping a peer identify where he or she can improve; "I like the way you have ..." and "This part meets the criteria by ...")*
ASK What is the purpose of giving peer feedback? Why is it more effective than revising our own work alone? *(It helps someone else improve their work, and it is better than trying to do it on your own because sometimes you can't see your own mistakes and someone else can see them more clearly.)*
5. As students share, connect their responses to the peer critique chart.
6. Remind students that the purpose of peer feedback is to help the other student improve his or her work, so when we provide feedback, we have to be careful to ensure we are respectful and compassionate.
SAY A peer critique is not about telling someone how bad his or her work is—it is about celebrating the good things about the work and helping to make it even better.
7. Encourage students to provide specific, respectful, and constructive feedback that highlights strengths and suggests improvements.
SAY Now that we've discussed how to give respectful and helpful peer feedback, let's put it into action by working together to revise and improve our constructed responses.

Peer Critique Protocol

1. Face your partner.
2. Pick a Partner A and a Partner B.
3. Have Partner A read his or her work aloud.
4. Have Partner B listen carefully.
5. Have Partner B point out what Partner A did well (stars).
6. Have Partner B point out something Partner A could add or change (steps).
7. Have Partner A respond to the feedback to ask questions or share ideas.
8. Switch roles and repeat the steps.
9. Reflect on the feedback you received and revise your work.

Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their own extension activities to deepen engagement with the material.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Offer sentence starters to scaffold responses and build confidence in expressing ideas.
- Invite student volunteers to demonstrate what the protocol looks like and sounds like as you review it.

Instruction SL.3.1.B

Application W.3.5, SL.3.1.B

Your Turn

Collaborative Practice

- Recap the lesson.
SAY Today, we discussed and practiced giving respectful peer feedback so we can revise our short written responses.
- Explain the task.
SAY You will now work in pairs to help each other revise your short constructed responses about *Nasreen's Secret School* that you completed in the previous lesson, using the feedback from your partner.
SAY To do this, you will participate in a peer critique and work with your partner to make suggestions around spelling, capitalization, and punctuation to make changes to improve your writing.
SAY You will also check that your response is clear and makes sense.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Peer Critique

1. Read your partner's response aloud. Partner A will go first.
2. Use the Spelling, Capitalization, and Punctuation chart to help your partner find ways to improve his or her writing.
3. After giving feedback, let your partner make the changes to revise their short written responses.
4. Switch roles.

Differentiation

Approaching

- Consider circulating as pairs work, underlining an error or two if students are struggling to identify errors.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their understanding of the lesson.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.
- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Since peer critique can be cognitively demanding, consider pairing students by home language. If students are able to begin by using their home languages to review the short constructed responses, they may be more confident in using English to talk about them later.
- Consider circulating as pairs work, underlining an error or two if students are struggling to identify errors.

Application W.3.5, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G, SL.3.1.B

Your Turn

Independent Practice

- Introduce the task of revising and publishing the final short response.
SAY You've drafted your short constructed response about *Nasreen's Secret School*, and you've already revised it using thoughtful feedback from your partner. Now, you're ready to publish your final draft.
- Clarify expectations for using feedback to strengthen responses.
SAY You will use the feedback your partner gave you to revise your writing. Focus on improving your spelling, punctuation, capitalization, and sentence clarity.
- Remind students to check for meaning and organization.
SAY As you revise, make sure your response makes sense and clearly answers the prompt. Your ideas should flow and be easy for the reader to understand.
- Reinforce the importance of conventions and clear writing.
SAY This is your opportunity to show what you've learned. Make sure your sentences are complete and clear and your writing uses correct spelling, punctuation, and capitalization.
- Guide students into publishing their final draft.
SAY When you're ready, carefully write your final version on the publishing page. Take your time—this is your polished work, and it should show your effort and your growth as a writer.

Final Short Response: *Nasreen's Secret School*

Rewrite your short constructed response about *Nasreen's Secret School* as a final published draft in complete sentences.

Differentiation

Approaching

- Consider circulating as pairs work, underlining an error or two if students are struggling to identify errors.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their understanding of the lesson.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.
- Ask students to connect the activity to the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Since peer critique can be cognitively demanding, consider pairing students by home language. If students are able to begin by using their home languages to review the short constructed responses, they may be more confident in using English to talk about them later.
- Consider circulating as pairs work, underlining an error or two if students are struggling to identify errors.

Application W.3.4, L.3.1.I, L.3.2.A, L.3.2.E, L.3.2.F, L.3.2.G

Share and Reflect

Key Takeaway

- Remind students of the steps they took to revise their short written responses through the peer critique.
- Distribute a sticky note to each student, ensuring they have a writing utensil.
- Inform students that they will be writing one key takeaway from today's lesson and sticking it to a designated spot in the classroom.
- Give students time to write and place their sticky notes.
- Afterward, allow students to review and read their classmates' key takeaways.
- **ASK** Which key takeaway from a peer stood out to you the most? Why? *(Answers will vary.)*
- Use these key takeaway highlights to briefly expound on different parts of the lesson.
- Clear up any misinformation or misconceptions as they arise.

Key Takeaway

Which key takeaway from a peer stood out to you the most? Why?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.

Instruction W.3.5

Application W.3.10, SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning target for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete the trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can revise short written responses that answer questions about my research reading text to correct errors in spelling, capitalization, and punctuation.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application W.3.1.A, W.3.1.B, W.3.5, L.3.2.A, L.3.2.B, L.3.2.C, L.3.2.D, SL.3.1.B

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Independent
Reading Journal**

Reading for Gist: *More Than Anything Else*



Purpose

In this lesson, students will learn to use common affixes to determine the meaning of vocabulary words and determine the gist of *More Than Anything Else* by identifying key details from the text.

By the end of the lesson, students should be able to:

- Use common affixes to determine the meaning of new vocabulary words.
- Determine the gist of *More Than Anything Else* and recount the story using organized notes on their note catchers.



Learning Targets

- I can use common affixes to determine the meaning of vocabulary words.
- I can determine the gist of *More Than Anything Else*.



Prepare in Advance

Teacher

- *More Than Anything Else* by Marie Bradby

You may wish to create physical copies of the following materials to hang in the classroom:

- Multiple-Choice Strategies chart
- Common Affixes chart
- Close Readers anchor chart

Student

- *More Than Anything Else* by Marie Bradby
- Student companion

All other necessary materials are included within the digital lesson.



Media

- Hands On!: Affixes
- *Voyages: Booker T. Washington*

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (40 minutes)

- Concept Introduction
- Guided Practice
- Voyages: Booker T. Washington
- Read Aloud: *More Than Anything Else*
- Text Analysis

Apply (10 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes

Standards

Instruction

RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4.A, L.3.4.B

Application

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, SL.3.1.B, L.3.4.A, L.3.4.B



Activate Prior Knowledge

Introduce Clue Catcher

- Remind students that they have been exploring different ways people tackle and overcome learning challenges, both close to home and around the world.
- Give students a series of clues about overcoming learning challenges and have them think about what they already know about the clues. Have students work together to guess the person, place, thing, or idea based on the clues.
 - SAY** I am something that all people face in their own way. Sometimes I make learning difficult, but I can also teach valuable lessons. What am I? (*learning challenges*)
 - SAY** I am the feeling you have when you keep trying, even when something is hard. I am the key to overcoming challenges. What am I? (*perseverance*)
 - SAY** I am something that helps students near and far overcome obstacles to learning. Sometimes I am a tool, such as glasses or a computer, and sometimes I am extra help from my teacher. What am I? (*support*)
- As students share their guesses, encourage them to explain their reasoning and connect the clues to what they already know about overcoming learning challenges.
- Build on their existing knowledge to introduce continued learning about overcoming challenges through support and perseverance.

Clue Catcher

- I am something that all people face in their own way. Sometimes I make learning difficult, but I can also teach valuable lessons. What am I?
- I am the feeling you have when you keep trying, even when something is hard. I am the key to overcoming challenges. What am I?
- I am something that helps students near and far overcome obstacles to learning. Sometimes I am a tool, such as glasses or a computer, and sometimes I am extra help from my teacher. What am I?

Differentiation

Approaching

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair each student with a partner who has more advanced English- language proficiency.

Approaching/MLL

- Provide differentiated mentors by purposefully preselecting partnerships.

Application SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read learning targets aloud.

- Learning Target #1:** I can use common affixes to determine the meaning of vocabulary words.
- Learning Target #2:** I can determine the gist of *More Than Anything Else*.

Learning Targets

- I can use common affixes to determine the meaning of vocabulary words.
- I can determine the gist of *More Than Anything Else*.



Differentiation

Approaching

- Ask students to restate the learning target in their own words to ensure clarity.

Beyond

- Ask students to restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target in simpler language and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—like finding the big picture.”

Instruction RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4.A, L.3.4.B, SL.3.1.B, W.3.8

Connect

40

Suggested Pacing: 40 minutes

Concept Introduction

Define Common Affixes

1. Explain that, today, students will learn how prefixes and suffixes change the meanings of words they already know, helping them unlock new words and making reading and writing more exciting.
2. Introduce affixes.
 - SAY** Affixes are small parts that you can add to the beginning or end of words to change their meanings.
 - SAY** Affixes help us do the following:
 - a. Understand new words by giving us clues.
 - b. Create new words by adding prefixes and suffixes to base words.
 - c. Expand our vocabulary and make our language more interesting.
3. Direct students’ attention to the Hands On! video and play it.
4. Direct students’ attention to the Common Affixes anchor chart that is also in the Additional Resources section of the student companion.
5. Review the chart with students.
 - SAY** Let’s examine the chart to help us understand how prefixes and suffixes work. We can break words apart to understand how affixes change their meanings, or we can build words by adding affixes.



6. Introduce the term *base word* and model word-building.

SAY A base word is a word that already has its meaning. For example, *play* is a base word. I know that *play* can mean different things, such as to play outside with friends or to push “play” to start a song or movie.
7. Introduce the term *prefix*.

SAY A prefix is a word part added to the beginning of a word. When added to the beginning of a word, it changes the meaning of that word.

SAY I’ll add the prefix *re-* to the base word *play*, and now we have the word *replay*. According to our chart, *re-* means “again,” so now the word means “to play again.” This new meaning is more aligned to playing something again.
8. Introduce the term *suffix*.

SAY A suffix is a word part added to the end of a word. When added to the end of a word, it changes the meaning of that word.

SAY Now, I’ll add the suffix *-ful* to the base word *play*. This makes the new word *playful*, which means “full of play.” It changes the meaning from just “play” to “full of fun and energy.”
9. Provide students with the rationale for this skill.

SAY Understanding affixes is important because it helps you learn and use new words. It’s like putting together different puzzle pieces to form new words with new meanings. For example, if you know that *re-* means “again,” you can figure out that *replay* means “to play again.” If you know that *-ful* means “full of,” you can guess that *playful* means “full of play.” This makes reading and writing easier and more fun.



Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Pair each student with a partner who has more advanced English- language proficiency.

Approaching/MLL

- Explain the meaning of a word, using it in a sentence to provide increased context for students.

Instruction L.3.4.B

Application L.3.4.B

Guided Practice

Guided Practice: Prefixes

1. Explain that students will focus on prefixes today.
2. Direct students’ attention to the Common Affixes anchor chart.

SAY When you know common affixes—prefixes and suffixes—you can figure out the meanings of unfamiliar words. This helps you read more easily and understand more. You’ll use your Affix list throughout the year to help you break apart new words and understand what they mean.

Prefixes

- A prefix is a small part added to the beginning of a base word to change its meaning.
- A base word is a complete word that can stand on its own and has its own meaning.

3. Explain to students that they will practice adding prefixes to words to change their meanings.
SAY Today, we'll practice adding prefixes to base words to see how the meanings change. Let's take a closer look at the prefix *dis-*. The prefix *dis-* means "not" or "the opposite of."
4. Invite students to turn and talk with a partner about words they know that start with *dis-* and then select a few volunteers to share.
ASK What are some base words you can add *dis-* to? (*Answers will vary but may include like, agree, appear, and obey.*)
SAY When we add *dis-* to words like *like* or *appear*, we change their meanings. *Disappear* means "not appear." *Dislike* means "not like."
5. Invite students to turn and talk with a partner about how *dis-* changes a word's meaning.
SAY How does the prefix *dis-* help you figure out the meaning of a word? (*The prefix dis- means "not" or "opposite of," so the new word has the opposite meaning.*)
6. Direct students' attention to the Adding Affixes chart, which also appears in their student companions.
SAY Let's complete the Adding Affixes chart together. You'll drag and drop prefixes and base words to create new words that match their meanings. Use what you know about *dis-* to help.
7. Model how to complete one example together.
SAY Let's do the first row together. I'll show how to choose a prefix and a base word to form a new word. Then, we'll check to see if the meaning makes sense.
8. Explain to students that they will now complete the rest of the chart with a partner.
SAY You and your partner will finish the chart together. Use what you know about the prefix *dis-* to match base words and meanings. Talk through your thinking as you work.
9. Circulate and offer support as students work through the task.
10. Once students have completed the chart, bring the class back together to reflect on their work.
SAY Understanding prefixes and suffixes is important because it helps us figure out the meaning of new words when we're reading. Recognizing common affixes, we can better understand unfamiliar words and make reading easier. This skill helps you become a stronger reader and improve your vocabulary.



Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Pair each student with a partner who has more advanced English- language proficiency.

Approaching/MLL

- Explain the meaning of a word using it in a sentence, providing increased context for students.

Instruction L.3.4.B

Application L.3.4.B

Voyages: Booker T. Washington

View and Discuss the Media

1. Remind students that they have been reading texts about characters who have overcome different types of learning challenges.
SAY We have been reading stories about people who faced challenges while trying to learn. The new text is about Booker T. Washington. To build some background about who he is, let's watch a short video.
2. Prepare to play the *Voyages: Booker T. Washington* video without interruption.
SAY As you watch the video, pay attention to the obstacles Booker T. Washington faces and how he overcomes them. After the video, you will share what you learned with a partner.
3. Play the entire video.
4. Once the video is complete, prompt students to discuss their observations with a partner.
ASK What did you learn about Booker T. Washington in this video? (*Answers will vary.*)
5. Transition to the read-aloud of *More Than Anything Else*.
SAY Now that we have learned more about Booker T. Washington, we are going to read *More Than Anything Else*. As we read, think about how the story connects to what we just learned in the video.



Differentiation

Approaching

- Enhance students' capacity for self-monitoring progress by developing a silent signal for hearing their answers during the video, and as you watch the video, proactively prompt students to use the silent signal if they learn the answers to their questions.
- Optimize motivation and increase on-task orientation by inviting individual students to "lock the answers to their questions" by drawing on whiteboards as they watch the video.

Beyond

- Encourage students to write the answers to their questions as they watch the video. They can also generate additional questions as appropriate.

MLL

- As you watch the video, guide information processing by prompting students to look for clues in the photographs as well as the narration.

Approaching/MLL

- To facilitate active listening, assign students a specific fact to watch and listen for during the video. Prompt them to give a thumbs-up when they hear information about their specific fact.

Application RL.3.1, RL.3.7, SL.3.1.B

Read Aloud: *More Than Anything Else*

Read and Discuss

1. Direct students' attention to *More Than Anything Else*. Remind students that this is a story about a real person called Booker T. Washington.
2. Select a few volunteers to share.

ASK What are some things we have already learned about Booker T. Washington? *(Answers will vary.)*
3. Inform students that they will now learn more about Booker T. Washington by reading *More Than Anything Else*.

SAY Previously, we watched a video about Booker T. Washington. Now, we will explore his journey by reading the book *More Than Anything Else*.
4. Explain that as you read, students will think about the gist.

SAY When we read for gist, we focus on who the text is about, where and when it takes place, what is happening, and why. Even if we don't fully understand everything at first, identifying the gist helps us build comprehension as we continue reading.
5. Focus students' attention on the text image and share the title, author, and illustrator.
6. Read the entire text aloud slowly, fluently, and with expression while students read along silently.
7. After reading, invite students to silently reflect.

ASK What did this story make you think about? *(Answers will vary but may include that More Than Anything Else made students think about how important education is and how determined people can be to achieve their dreams.)*
8. Invite students to turn and talk to their partners about their answers and then let them share with the whole class.
9. Prompt students about the gist.

ASK What is the gist of *More Than Anything Else*? What is this text mostly about? *(Answers may vary but may include that it is about a boy named Booker who works hard and dreams of learning to read so he can change his life.)*

ASK What connections can you make between this text and our other text we have been reading? *(Answers will vary but may include that he faces challenges with reading opportunities, he doesn't learn to read and isn't allowed to go to school or learn to read and write, and that he has to work because his family has no money.)*
10. Invite students to turn and talk to their partners about their answers and then let them share with the whole class.
11. Correct misconceptions as needed.
12. Inform students it is okay if they don't fully understand everything that was read on the first read. They will continue gaining meaning from the text as they read and reread.

Fiction

More Than Anything Else



Differentiation

Approaching

- Invite students to generate sentence frames as they reflect after reading *More Than Anything Else*.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the concept with a partner who speaks the same language or by providing key vocabulary translations.



Approaching/MLL

- While silently reflecting about the text, invite students to focus their thoughts by choosing one of several provided sentence frames. Invite the students to read the sentence frames aloud before beginning to reflect. Examples:

- "This story reminded me of . . ."
- "This story made me think about a time when . . ."
- "This story inspired me because . . ."
- "This story made me feel . . ."

Instruction RL.3.1, RL.3.10

Application RL.3.1, RL.3.10, SL.3.1.B

Text Analysis

Facilitate: Recounting the Story

1. Introduce the task.

SAY Today, we will work together in groups to analyze *More Than Anything Else*. We will use a note catcher to help us organize important story elements. We have used this note catcher before, so it will be familiar.
2. Direct students' attention to the Close Readers anchor chart.

SAY This chart has different strategies we can use as we read to help us better understand. Throughout the year, we will use this anchor chart to access different strategies we can use for approaching new texts to help improve our comprehension.
3. Remind students to refer to the anchor chart as they complete the activity.
4. Direct students' attention to the Recounting the Story: *More Than Anything Else* note catcher, which also appears in their student companions.
5. Briefly review the Recounting the Story: *More Than Anything Else* note catcher with students.

SAY Identifying key details and retelling the story will help us understand its central message.
6. Move students into groups to begin working.
7. Guide students through rereading the text and completing the note catcher.

SAY Let's reread the text together. As we do, we will fill in the Recounting the Story note catcher. This will help us focus on the key points of the story.
8. Focus students' attention on the first row of the note catcher.
9. Invite responses from the group.

ASK Who is the main character in this text? (*Booker*)
10. Invite students to record this in the appropriate box on their note catcher.
11. Focus students' attention on the second row of the note catcher.

ASK Where does the story take place? (*near the Kanawha River, a mountain, and the saltworks*)
12. Focus students' attention on the third row of the note catcher.

ASK What does the character want? (*to learn how to read, to be able to read to others, and to teach others to read*)
13. Focus students' attention on the fourth row on the note catcher.

ASK What challenge does the character face? (*He used to be an enslaved person and wasn't allowed to learn to read. Now he has to work, so he can't go to school.*)
14. Focus students' attention on the last row on the note catcher.

ASK How does the character solve the problem? (*He asks the newspaper man for help. The newspaper man helps him.*)

Close Readers

- Close readers think about the gist (what the text is mostly about) during and after reading.
- They go back to the text to find answers to questions.

15. Prompt students to think about the gist again.

ASK Did this chart help you to better understand the gist? Did your idea of the gist of the story change after completing the chart? *(Answers will vary.)*

16. Guide students to reflect on their understanding of the text and reinforce that comprehension develops through rereading and discussion.

ASK How did retelling the story help you understand it better? What important ideas stood out to you? *(Answers will vary but may include that retelling the story helped students see that Booker is determined to learn even though it is difficult; that the story is about perseverance and the power of education; and that the setting is important because it shows the challenges Booker faces.)*

17. Refocus the whole group and remind students about the central message or lesson of a text.

SAY Remember, authors often have an important message or a central message they want readers to take away from their book. Sometimes, they tell us directly, but other times, we have to figure it out by looking at the details in the text.

ASK How can determining the gist and recounting the story help us determine the central message? *(Determining the gist helps us understand the main idea of the story, which makes it easier to figure out the central message or lesson the author is trying to teach.)*

18. Encourage students to keep this in mind as they work through the rest of the unit.



Differentiation

Approaching

- Invite students to turn to a partner and summarize the previous reading before starting the next one. Model the process of reading for gist and annotating the text.
- Stop at strategic points and do a think-aloud to make your thought process explicit.
- Stop at strategic points in the text to give students a chance to think-pair-share about a complex idea. Have students share their responses.

Beyond

- Ask students to restate the concept in their own words and explain why it is important.
- Ask students to provide other examples to illustrate the concept for peers.

MLL

- Create heterogeneous language proficiency groups. Assign at least one advanced-proficiency English-language speaker to each group, and if possible, one beginning- and one intermediate-proficiency student. If students share the same home language, group them together. Advanced-proficiency students can serve as a model and facilitate the discussion. Students who share the same home language can help each other interpret and comprehend content.

Instruction RL.3.1, RL.3.2, RL.3.4, RL.3.10

Application RL.3.1, RL.3.2, RL.3.10, SL.3.1.B

Apply

Suggested Pacing: 10 minutes

Your Turn

Independent Practice

- Recap the lesson.
SAY Today, we read *More Than Anything Else* by Marie Bradby and practiced reading for gist and thinking about the key events in the story.
- Explain the task.
SAY You will now answer multiple-choice questions based on *More Than Anything Else*. Read each question carefully and choose the best answer from the three options. To do this, you will use your note catchers to help you remember the details from the story.
SAY Use the Multiple-Choice Strategies anchor chart to support you with answering each question. We will review these quickly before you begin.
SAY Make sure to think about what Booker experiences and what we learn about his character when choosing your answers.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Review Questions: *More Than Anything Else*

Differentiation

Beyond

- Provide an extension activity or application for students who complete the task early.

Approaching/MLL

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.
- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application RL.3.1, RL.3.2, RL.3.4



Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Share that, today, students practiced finding the gist of *More Than Anything Else*.
- Have students turn and talk with their partners to answer the following question.
ASK What questions do you have after reading this story? (*Answers will vary but may include: Booker is only nine years old, so why is he working in the salt mines? Why didn't students learn to read in school? Why would his whole community look up to him just for learning to read?*)

Reflection Question

What questions do you have after reading this story?



Differentiation

- Allow students to share and discuss and respond to the responses of other pairs.

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home languages.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Remind students they can use resources such as charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.

Examples:

- "I did well at . . . I know because . . ."
- "Next time, I can improve on . . ."
- Use visual aids, such as charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.
- Guide students in reviewing their work and connecting it to the learning target. Example: "Let's examine our learning target again. Can you point to an example in your work that shows you met this goal?"
- Prompt students to reflect on what they have learned with scaffolded support. Example: "Tell me one thing you learned, and I'll ask a question to help you add more. Then, we'll check if it matches our learning goal."

Application RL.3.1, SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will now reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can use common affixes to determine the meaning of vocabulary words.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning targets.

Application L.3.4.B

Progress Reflection

Learning Target #2

- Explain to students that they will now reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Tell students to complete their trackers in their student companions to indicate how they are making progress toward the learning target.
- Once students are done with their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can determine the gist of *More Than Anything Else*.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.1, R.L.3.3, RL.3.10

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Independent
Reading Journal**

Determining the Central Message: *More Than Anything Else*

Purpose

In this lesson, students will learn to identify figurative language, determine its meaning, and explain the central message of *More Than Anything Else* by using details in the text.

By the end of the lesson, students should:

- Identify and explain the use of figurative language in *More Than Anything Else*.
- Explain the central message of *More Than Anything Else* using details in the text.

Learning Targets

- I can determine the meaning of unfamiliar words and phrases, including figurative language, in an excerpt of *More Than Anything Else*.
- I can explain how the central message, lesson, or moral of *More Than Anything Else* is conveyed through key details in the text.

Prepare in Advance

Teacher

- *More Than Anything Else* by Marie Bradby

You may wish to create physical copies of the following materials to hang in the classroom:

- Close Reading anchor chart
- Overcoming Learning Challenges chart

Student

- *More Than Anything Else* by Marie Bradby
- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Habits of Character
- Learning Targets

Connect (35 minutes)

- Sentence Studio: Disassemble
- Sentence Studio: Reassemble
- Guided Discussion
- Close Read: *More Than Anything Else*

Apply (15 minutes)

- Your Turn

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview

60 **Total Lesson Time**
60 minutes

Standards

Instruction

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.5.A

Application

RL.3.1, RL.3.2, RL.3.3, RL.3.4, SL.3.1.A, L.3.4.A, L.3.5.A

Habits of Character

Discuss

- Remind students that throughout the module, they have been learning important traits like perseverance, which help them stay determined, solve challenges, and succeed together.
ASK What does *perseverance* mean to you? (*Answers will vary but may include never giving up, keep trying, and working hard to succeed.*)
- Allow students to reflect with a partner to discuss at least two ways these skills have helped them during recent tasks or activities.
- Invite students to share.
- Today, tell students they will apply the skills they have been learning to discover the central message in *More Than Anything Else*.

**What does
perseverance mean
to you?**

Differentiation

Beyond

- Challenge students to generate questions about the topic.

MLL

- Pair each student with a partner who has more advanced English-language proficiency.
- Provide differentiated mentors by purposefully preselecting student partnerships.
- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.

Approaching/MLL

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Display and repeat your questions.
- Use a sentence frame during a think-pair-share to boost confidence and encourage participation.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students' attention to the learning targets and read them aloud.

- Learning Target #1:** I can determine the meaning of unfamiliar words and phrases, including figurative language, in an excerpt of *More Than Anything Else*.
- Learning Target #2:** I can explain how the central message, lesson, or moral of *More Than Anything Else* is conveyed through key details in the text.

Learning Targets

1. I can determine the meaning of unfamiliar words and phrases, including figurative language, in an excerpt of *More Than Anything Else*.
2. I can explain how the central message, lesson, or moral of *More Than Anything Else* is conveyed through key details in the text.



Differentiation

Approaching

- Have students break the learning target into smaller parts.

Beyond

- Have students restate the learning target in their own words and explain why it is important or how it connects to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning target with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the learning target.
- Restate the learning target and connect it to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mostly about—kind of like finding the big picture.”

Instruction RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.5A

Connect

35

Suggested Pacing: 35 minutes

Sentence Studio: Disassemble

Sentence Studio: Disassemble

1. Introduce the Sentence Studio and explain the importance of it.

SAY Today, we’re examining sentences from *More Than Anything Else* to understand figurative language and how sentence structure helps us explain ideas better. This will also deepen our understanding of Booker’s challenges and perseverance as he learns to read.

2. Direct students’ attention to the sentences “I draw the marks on the dirt floor and try to figure out what sounds they make, what story their picture tells. But sometimes I feel I am trying to jump without legs.”

3. Invite students to read the sentences chorally aloud.

SAY Next, we’ll disassemble, or take apart, the sentence. A chunk is a part of something. We figure out what each chunk means and why it is important. Let’s talk about the first sentence.

4. Drag and drop the first sentence and then read it aloud.

5. Explain that the author uses figurative language.

SAY Figurative language is how writers use words to make their stories or ideas more exciting and interesting. Sometimes, words mean exactly what they say. This is called the literal meaning. Other times, words mean something different or beyond their literal meaning. This is called the nonliteral meaning. Figurative language is a type of descriptive language that has nonliteral meaning. Understanding figurative language helps create a richer, more interesting picture in your mind and a better understanding of what you are reading.

ASK Who is this sentence about? (*Booker*)



ASK What do you think is the meaning of this sentence? *(Answers may vary but may include that Booker is trying to figure out what the marks on the ground mean.)*

ASK How does this sentence add to your understanding of the guiding question “Why are education, books, and reading important?” *(This sentence shows that not everyone has the privilege of getting an education and being taught how to read by a teacher.)*

6. Direct students’ attention back to the sentence.

SAY This is figurative language because Booker describes how hard it is for him to understand the marks (letters). He’s not drawing pictures on the floor, but he’s thinking of the letters as if they are pictures telling a story. It helps us understand how challenging it is for him to learn to read

7. Drag and drop the second sentence and then read it aloud.

ASK Who is this sentence about? *(Booker)*

ASK What do you think is the meaning of this sentence? *(Answers will vary but may include that reading the marks is hard for Booker, but he’s working hard to understand them.)*

8. Explain that, at times, the meaning of a sentence is harder to understand when the author uses figurative language.

ASK Why is this figurative? *(Booker has legs and literally can jump, but the comparison shows how impossible the task feels.)*

ASK Why does the author use this language? *(to show Booker’s struggle with learning to read and trying to do it without being taught how to)*



Differentiation

Beyond

- Allow students to lead discussions, mentor peers, or design their extension activities to deepen engagement with the material.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.
- Allow extra time for processing and responding to questions.

Instruction RL.3.1, RL.3.3, L.3.4.A, L.3.5.A

Application RL.3.1, RL.3.3

Sentence Studio: Reassemble

Sentence Studio: Reassemble

1. Introduce the reassemble stage.

SAY Now that you’ve played with the chunks, let’s put them back together again into a sentence. And let’s see how playing with the chunks adds to our understanding of the meaning of the sentence and our guiding question.

2. Drag and drop both sentences.

3. Read aloud the sentence “But sometimes I feel like I am trying to jump without legs.”

SAY Let’s rebuild the sentence and discuss how it connects to the guiding question: How do the details communicate Booker’s challenges?

Sentence Studio: Reassemble

But sometimes I feel like I am trying to jump without legs.

ASK How does this sentence add to our understanding of Booker's perseverance? (*Answers will vary but may include that the sentence relates that Booker is feeling frustrated, stuck, or hopeless.*)

4. Refocus students.

SAY You did well putting the chunks back together again and talking about how this Sentence Studio has added to your understanding of the meaning of the sentence and the guiding question.

ASK What strategies did you use to help you read this text? How did these strategies help you to better understand the text? (*Answers will vary but may include that students used context clues or visualized trying to jump without legs.*)

5. Capture students' responses on the Overcoming Learning Challenges anchor chart.

SAY What strategies did you use to help you read this text? How did these strategies help you to better understand the text? (*Answers will vary.*)

6. Remind students why examining figurative language and sentence structure is important.

SAY Today, through our Sentence Studio, we examined how figurative language and sentence structure convey deeper meaning in the text. This is important because it helps us determine the central message of Booker's challenges and perseverance and how the author uses language to make her ideas more powerful and relatable.



Differentiation

Approaching

- Use visual aids, such as anchor charts, pictures, or diagrams, to explain the concept.

Beyond

- Allow students to lead discussions, mentor peers, or design their extension activities to deepen engagement with the material.

MLL

- Provide visual aids, sentence frames, and/or word banks to help students connect new concepts to familiar language.
- Encourage translanguaging, allowing students to think, discuss, and take notes in both languages.

Approaching/MLL

- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.

Instruction RL.3.1, RL.3.3, L.3.4.A, L.3.5.A

Application RL.3.1, RL.3.3

Guided Discussion

Review and Discuss

1. Direct students' attention to *More Than Anything Else* and ensure they have the Recounting the Story: *More Than Anything Else* note catcher from the previous lesson.

Fiction

More Than Anything Else



SAY Today, we will think deeply about the events and challenges in *More Than Anything Else* to determine the central message or lesson the author wants us to learn. Understanding a story's central message helps us connect with the characters and their experiences in a meaningful way.

SAY To begin, let's review what we remember about *More Than Anything Else*. We will start by discussing the key events and challenges in the story.

- Have students turn and talk with a partner about the questions that follow.

ASK What happens in the story? (*Booker works hard shoveling salt all day, but he still dreams of learning to read. He is determined to figure out how, and when he finally gets a book, he doesn't give up until he learns.*)

ASK What challenges does Booker face? (*He has to work long hours, he doesn't know how to read, and there is no school nearby. He has to find someone to help him.*)

- Introduce the task.

SAY In the previous lesson, we identified key events in the story. Today, we will use those events to help determine the story's central message.

- Model how to determine the central message.

SAY Now that we have reviewed the events and challenges in the story, we can think about how they contribute to the central message or lesson the author wants us to learn.

SAY To figure this out, we will think about what the main character experiences, what he learns, and how he changes throughout the story.

- Encourage students to refer to their Recounting the Story: *More Than Anything Else* note catchers as they turn and talk.

ASK What is the central message or lesson of *More Than Anything Else*? (*Answers may vary but may include that education is powerful and worth pursuing. Determination can overcome obstacles.*)

ASK What character experiences make you think that? (*Answers may vary but may include that Booker wants to learn how to read. He hopes to teach others. He asks the newspaper man for help, and the man teaches him to read.*)

SAY We will think about this central message today as we read pages 20–21. We will look at specific details that show how Booker overcomes challenges in learning and how those details help us understand the story's lesson.



Differentiation

Approaching

- Provide a template of the Recounting the Story: *More Than Anything Else* note catcher that includes lines.

MLL

- During the read-aloud, display the text and direct students to the appropriate sentences on each page.

Approaching/MLL

- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames.

Instruction RL.3.2

Application RL.3.1, RL.3.2, SL.3.1.B

Close Read: *More Than Anything Else*

Read and Discuss

- Guide students in reflecting on what they have learned about Booker T. Washington so far.
SAY We learned about Booker's journey in the *Voyages: Booker T. Washington* video and learned even more when we read *More Than Anything Else*. We discussed important events in his life, the obstacles he faces, and how his determination helps him. Let's quickly recall what we talked about.
- Direct students to turn and talk with their partners and then select volunteers to share with the group.
ASK What happens in the story? *(Answers will vary but may include that Booker is a young boy who wants to learn how to read. He works hard shoveling salt all day, but he still finds time to study letters and words. With determination, he eventually learns to read with the help of a kind man who teaches him.)*
ASK What challenges does Booker face? *(Answers will vary but may include that Booker works long hours shoveling salt, which leaves him exhausted. He doesn't have access to books or a teacher at first, so he has to figure out how to learn on his own.)*
- Guide students to pages 20–21 in *More Than Anything Else*.
SAY Today, we'll take a closer look at how the author helps us understand the central message by using details from the story.
SAY We'll closely read pages 20–21, after Booker's mom gives him the book, to find details showing how he overcomes challenges. Then, we'll think about how these details support the story's message.
- Direct students' attention to the Close Read note catcher: *More Than Anything Else*, pages 20–21.
SAY I will guide you through this close read. Some questions we will discuss together, and others you will discuss with a partner.
- Review the directions on the note catcher with students.
- Explain that as you read, students will focus on how Booker overcomes challenges in learning.
SAY Pay close attention to the details the author includes about Booker's struggles and determination, and think about how these details help us understand the central message or lesson of the story.
- Read pages 20–21 aloud as students follow along. When finished, refocus the whole group.
- Direct students to the first detail on the note catcher. Facilitate a whole class discussion.
ASK What does this tell us about Booker's character? *(It describes how Booker works hard to try to read.)*
ASK How does this show his determination? *(It shows that despite how he feels after having to work all day, he still studies.)*
ASK How does this help us understand what the author wants us to learn from the story? *(This shows that Booker works hard to try to read, even though he is exhausted, because it is important to him.)*
- Direct students' attention to the second detail on the note catcher. Have students turn and talk with a partner.
ASK What does this tell us about Booker's character? *(Booker is hopeful and determined. He believes learning to read will change his life.)*
ASK How does this show his determination? *(Even though he doesn't know how to read yet, he is motivated and keeps imagining how good it will feel when he finally learns.)*
ASK How does this help us understand what the author wants us to learn from the story? *(This conveys how important it is for Booker to learn to read because he describes it as magic and thinks about how good it will feel when he can read.)*
- Direct students to the third detail on the note catcher. Facilitate a whole class discussion.
ASK What does this tell us about Booker's character? *(Booker is hardworking and faces difficult challenges.)*

Close Read Note Catcher: *More Than Anything Else*, Pages 20–21

Central Message/Detail from the Text	How does the detail help communicate the central message or lesson?
central message	
Booker is working hard to try to read even though he has aching shoulders and legs stained with salt from working all day.	

- ASK** How does this show his determination? *(Despite the pain from shoveling salt all day, he still wants to learn to read and does not give up.)*
- ASK** How does this help us understand what the author wants us to learn from the story? *(This shows that determination can help people overcome hard times.)*
11. Direct students to the fourth detail on the Close Reading note catcher. Invite students to turn and talk with a partner.
- ASK** What does this tell us about Booker's character? *(Booker is resourceful and willing to ask for help when needed.)*
- ASK** How does this show his determination? *(Booker recognizes that he cannot achieve his goal alone and actively seeks help to learn to read.)*
- ASK** How does this help us understand what the author wants us to learn from the story? *(This shows that asking for help is an important part of learning and overcoming challenges.)*
12. Gather students' attention.
- SAY** Let's take a minute and consider how these details from Booker's journey help us understand the central message.
13. Have students turn and talk to discuss their ideas and then invite them to share.
- SAY** This helps us understand that the author teaches us that learning and achieving our goals requires hard work and perseverance.
14. Focus students on the Overcoming Learning Challenges chart.
- ASK** What strategies did you use today to help you read this text? *(Answers will vary.)*
- ASK** How did these strategies help you better understand the text? *(Answers will vary.)*
15. As students share, capture their responses on the anchor chart.
16. Wrap up this section of the lesson.
- SAY** Today, we analyzed details in *More Than Anything Else* to understand its message. In the next section, you will use what you learned to write a response explaining the central message and the details that support it.



Differentiation

Approaching

- Stop at strategic points and do a think-aloud to make your thought process explicit.

Beyond

- Allow students to lead discussions, mentor peers, or design their extension activities to deepen engagement with the material.

MLL

- Provide visual aids, sentence frames, and/or word banks to help MLLs connect new concepts to familiar language.

Approaching/MLL

- Incorporate hands-on materials, visuals, and movement to help make abstract concepts more concrete and accessible.

Instruction RL.3.2, RL.3.4, L.3.4.A, L.3.5.A

Application RL.3.2, RL.3.4, L.3.4.A, L.3.5.A, SL.3.1.B

Apply

Suggested Pacing: 15 minutes

Your Turn

Collaborative Practice

1. Introduce the task.
ASK Now that we've analyzed how the details in *More Than Anything Else* reveal Booker's challenges and determination, let's take a closer look at how his character traits help us understand the central message of the story.
2. Direct students' attention to Character Chart: *More Than Anything Else*, which also appears in their student companions.
3. Guide students to think about Booker's challenges and what they reveal about his character, determination, or experiences.
4. Encourage them to use details from the text to support their thinking.
5. Prompt students to recall a challenge Booker faces.
ASK Think about the challenges Booker faces in *More Than Anything Else*. Can anyone remember a challenge Booker faces in the story? (*Booker doesn't know how to read.*)
6. Acknowledge students' responses and highlight their significance.
SAY Let's start by writing that in the first column.
7. Prompt students to analyze what this challenge reveals about Booker.
ASK Now, think about what this challenge tells us about Booker's character. What does it show about his determination or his experience? (*Booker works hard during the day but still makes time to learn to read.*)
8. Confirm responses.
SAY Yes, this tells us that Booker is willing to put in extra effort to achieve his goal. Let's write that in column 2.
9. Encourage students to consider why this trait is important.
ASK Why do you think it's important that Booker works hard to learn even when he is busy? (*It shows Booker is determined to improve and doesn't give up, even when things are difficult.*)
10. Invite students to reread and identify their own examples in the text.
SAY Now that we've practiced filling out the chart, it's your turn to continue. You will work with your partner to find more challenges Booker faces and explain what they show about his character and determination.
11. Release students to complete the work, circulating for support as needed.
12. Refocus the whole group.
13. Guide students to consider how this work is important.
SAY This work is important because recognizing and understanding a character's actions or traits gives us clues about the central message or lesson of the story and helps you be successful in showing what you know.

Character Chart: *More Than Anything Else*

Write a challenge Booker faces.	Explain what this reveals about Booker's character, determination, or experiences.

Differentiation

Approaching

- Activate background knowledge by inviting students to demonstrate what a task looks and sounds like to complete each step before beginning the task.

Beyond

- Encourage deeper analysis by having students explain how today's task will help extend their understanding of the lesson.
- Circulate and listen as students share with their partners. Ask additional questions to deepen thinking.

MLL

- Provide differentiated mentors by purposefully preselecting student partnerships in which students with developing language skills can have peer support.
- Pair each student with a partner who has more advanced English-language proficiency. The partner with greater English-language proficiency can serve as a model in the pair, initiating discussions and guiding the think-pair-share protocol.

Approaching/MLL

- Stop often to check for comprehension. Dictate key sentences for students to recite so that they practice using verbal language. Encourage them to act out and sketch key sentences.
- Circulate and listen as students share with their partners. To support individual students in generating ideas, ask additional questions to focus their thinking.

Instruction RL.3.1

Application RL.3.1, RL.3.2, RL.3.3

Your Turn

Independent Practice

- Recap the lesson.
 - SAY** Today, we learned how to determine the central message of *More Than Anything Else* by analyzing Booker's challenges, traits, and perseverance. We explored how figurative language and sentence structure convey deeper meaning, helping us understand our text even more.
- Explain the task.
 - SAY** You will answer a question about the central message in *More Than Anything Else*.
 - SAY** To do this, begin by identifying the central message and use your Character Chart: *More Than Anything Else* to find supporting details.
 - SAY** Then, write a short constructed response by stating the central message, using details from the text to support it, and explaining how these details show why this is the central message.
- Check for clarifying questions.
- Release students to begin the task and circulate to support.

Central Message in *More Than Anything Else*

In *More Than Anything Else*, what is the central message or lesson, and how is it conveyed or shown through details in the text?

Differentiation

Approaching

- Display anchor charts, shared graphic organizers, and/or other visuals from the unit to help students recall prior knowledge.

Beyond

- Provide an extension activity or application for students who complete the task early.

MLL

- Provide ample wait time and then prompt students with an appropriate cue when they get stuck.

Application RL.3.2, RL.3.3, W.3.2.A, W.3.2.B

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Reflection Question

- Tell students they will now share their reflections.
- Invite students to turn and talk with their partners.
 - ASK** How does Booker show perseverance in *More Than Anything Else*? *(He keeps trying even though it is difficult for him. He asks someone for help.)*
 - ASK** What did you do today to show perseverance? *(Answers will vary but may include that students persevered during the close read even when it was tough.)*
- After students talk with their partners, allow a few students to share.
- Engage with students' answers by adding positive feedback and clearing up any misconceptions.

Share and Reflect: Reflection Questions

How does Booker show perseverance in *More Than Anything Else*?
What did you do today to show perseverance?

Differentiation

Approaching

- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.

Beyond

- Ask students to analyze how new learning connects to prior knowledge.

MLL

- Pair MLLs with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.

Application SL.3.1.B, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can determine the meaning of unfamiliar words and phrases, including figurative language, in an excerpt of *More Than Anything Else*.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.4, L.3.4.A, L.3.5.A

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can explain how the central message, lesson, or moral of *More Than Anything Else* is conveyed through key details in the text.

Differentiation



Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.1, RL.3.2, RL.3.3, W.3.8, SL.3.1.A

Homework

Task Overview

Review the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Independent
Reading Journal**

End-of-Unit Assessment



Purpose

In this lesson, students will review key unit concepts and apply their reading comprehension skills to analyze a text. They will answer text-based questions using evidence, determine word meanings through vocabulary strategies, identify the central message, and support their responses with textual evidence.

By the end of the lesson, students should be able to do the following:

- Determine the meaning of words using vocabulary strategies.
- Identify the central message of a text and support it with details.
- Complete the end-of-unit assessment.



Learning Targets

Instruction

- I can analyze a text by reading closely to answer questions using evidence.
- I can determine the meaning of words using vocabulary strategies.
- I can determine the central message of a text and support it with details.

Assessment

- I can analyze a text by reading closely to answer questions using evidence.
- I can determine the meaning of words using vocabulary strategies.
- I can determine the central message of a text and support it with details.



Prepare in Advance

Teacher

- If administering the assessment on paper, print copies for students from the assessment PDF.
- If administering the assessment digitally, assign it to students from the Assess tab of your teacher account.

Student

- Student companion

All other necessary materials are included within the digital lesson.

Agenda

Ignite (5 minutes)

- Activate Prior Knowledge
- Learning Targets

Connect (10 minutes)

- Review Learning
- Introduce the End-of-Unit Assessment

Apply (40 minutes)

- Assessment

Reflect (5 minutes)

- Share and Reflect
- Progress Reflection

Homework

- Task Overview



Total Lesson Time

60 minutes



Standards

Instruction

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B

Application

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B

Assessment

RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B

Activate Prior Knowledge

Prior Learning Connection

- Direct students' attention to the module guiding questions and read them aloud.
- Remind students that they have learned how to explain a character's challenges, identify the central message of a text, and understand how figurative language is used within the text.
- **ASK** Based on our learning in this unit, why is it important to persevere through learning challenges? *(Answers will vary but may include hard things get easier with practice, don't give up on achieving your goals, and challenges make us stronger learners.)*
- Allow a few students to share.
- Expand on each student's comment by adding clarity or addressing any misconceptions.
- Tell students that, today, they will have a chance to show what they've learned by taking the end-of-unit assessment.

Module Guiding Questions

- Why are education, books, and reading important?
- How can I overcome learning challenges?

Differentiation

Approaching

- Explain the meaning of a word by using it in a sentence to provide increased context for students.
- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.

Beyond

- Challenge students to link the new topic to other subjects or real-world applications, fostering interdisciplinary thinking.
- Challenge students to generate questions about the topic.
- Invite students to reflect on additional examples.

MLL

- Encourage students to connect new ideas to their home languages and cultures by using bilingual resources or allowing home-language responses when appropriate.
- Invite students to use the online or paper version of a home-language translation dictionary if necessary to help explore the meaning of new vocabulary.

Application SL.3.1.B, SL.3.6

Learning Targets

Introduce the Learning Targets

Direct students’ attention to the learning targets and read them aloud.

- **Learning Target #1:** I can analyze a text by reading closely to answer questions using evidence.
- **Learning Target #2:** I can determine the meaning of words using vocabulary strategies.
- **Learning Target #3:** I can determine the central message of a text and support it with details.

Learning Targets

1. I can analyze a text by reading closely to answer questions using evidence.
2. I can determine the meaning of words using vocabulary strategies.
3. I can determine the central message of a text and support it with details.



Differentiation

Approaching

- Ask students to restate the learning targets in their own words to ensure clarity.

Beyond

- Ask students to restate the learning targets in their own words and explain why they are important or how they connect to a broader concept.

MLL

- Encourage students to connect new ideas to their home languages by allowing them to discuss the learning targets with a partner who speaks the same language or by providing key vocabulary translations.

Approaching/MLL

- Use visual aids, like anchor charts, pictures, or diagrams, to explain the learning targets.
- Restate the learning targets in simpler language and connect them to something familiar. Example: “Today, we’re learning how to find the main idea in a story. That means figuring out what the story is mainly about—like finding the big picture.”

Instruction RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A., L.3.4.B

Review Learning

Reviewing Learning

1. Before beginning the assessment, guide students in a brief discussion to review key concepts from the unit.
2. Direct students' attention to the Reviewing Key Concepts chart.
3. Explain that you will use the chart to guide the review today.

ASK What strategies can we use to understand the meaning of unfamiliar words in a story? *(Use context clues and break words into smaller parts; e.g., prefix, root, suffix.)*

ASK How can we use details from the story to explain the message or lesson the author is sharing? *(Identify the problem and how it is solved. Examine what a character learns and how he or she changes. Find key details that show the central message.)*

ASK What challenges do the characters face in the stories we've read, and how do they overcome them?

(Answers will vary but may include the following: Booker wants to learn to read. He listens carefully and practices. He has to work hard with little time to learn. He stays determined and seeks help from others. It is too dangerous for Nasreen to go to school, but she really wants to learn. She goes to a secret school to learn.)

4. Be sure to clear up any misconceptions.
5. After the review:

SAY Next, we will look at some strategies to help you answer multiple-choice questions.

Reviewing Key Concepts

Review Questions	Response
What strategies can we use to understand the meaning of unfamiliar words in a story?	
How can we use details from the story to explain the message or lesson the author is sharing?	
What challenges did characters face in the stories we've read, and how did they overcome them?	

Differentiation

Approaching

- Build an accepting and supportive environment by reminding students that everyone is working toward individual goals and that learning is about continued growth and development.

MLL

- Reassure them that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson.

Approaching/MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.

Instruction RL.3.1, RL.3.2, SL.3.1.A

Application RL.3.2., RL.3.3, SL.3.1.A, L.3.4

Introduce the End-of-Unit Assessment

Review

1. Direct students' attention to the Multiple-Choice Strategies anchor chart.
SAY Before we begin, let's review some strategies to help you answer selected response questions carefully and accurately.
2. Read through each strategy together.
3. Discuss why each strategy is helpful and how it can make answering questions easier.
4. Encourage students to share their thinking and connect the strategies to what they have already practiced.
5. Introduce the end-of-unit assessment.
SAY We have completed our unit, so it's time to check how much we've learned. The end-of-unit assessment helps us see how well we understand the reading and writing skills we've been working on. It's a great way to show what you know and how much you've grown.

Multiple-Choice Strategies

- Read the question very carefully.
- Cover the answers and try to think of the answer yourself. Then, read the answers and find the one that is most like yours.
- As you read through each answer, think back to the text. What happens in the text that makes you think that might be right?
- Cross out answers that you know are incorrect.



Differentiation

Approaching

- Supply students with tools to support self-monitoring during the assessment (e.g., checklists or visual timers for each portion of the assessment). Also, provide tools that minimize distractions during the assessment (e.g., sound-canceling headphones or dividers). Some students may need support with building their independent writing stamina. Consider offering breaks during which students can choose from a list of appropriate activities, such as getting a drink of water or stretching. Over time, students will build stamina, and the breaks should become less frequent.

MLL

- As you explain, display a “map” of the assessment on the board. Provide timers to increase predictability for the assessment process.

Approaching/MLL

- Provide visual examples related to the topic, such as images, short videos, or role-play simulations.
- Display and repeat your questions.

Instruction RL.3.1, RL.3.2, SL.3.1.A

Application RL.3.1, RL.3.2, SL.3.1.A, SL.3.1.B

Apply

Suggested Pacing: 40 minutes

Assessment

Assessment

- Recap the lesson.
SAY Throughout this unit, we have learned how to explain a character's challenges, the central message, how a character's actions move the story, and how to figure out the meaning of words using clues, root words, and affixes.
- Explain the task.
SAY You will now show what you've learned by taking the end-of-unit assessment.
- Direct students completing the digital assessment to its location.
SAY Navigate to the assessment tile in your assignments. Do not start the test until instructed. Give me a thumbs-up when you have found the assessment in your assignments.
- Have students who will be taking the paper-and-pencil assessment write their names at the top.
SAY Make sure you are on the first page of the assessment and write your name at the top.
- Check for clarifying questions.
- Release students to begin the assessment and circulate to monitor.

Application RL.3.1, RL.3.2, RL.3.3, RL.3.4, L.3.4.A, L.3.4.B

Now it's time to take your assessment.

Reflect

Suggested Pacing: 5 minutes

Share and Reflect

Assessment Reflection

- Share that, today, students took the end-of-unit assessment to demonstrate their understanding of the concepts covered in this unit.
- Have students turn and talk with their partner to answer the following questions:
 - What is one thing you feel you did well? Why do you think that?
(Answers will vary.)
 - What is one thing you think you could do better next time? (Answers will vary.)
- After students talk with their partners, allow a few students to share.

- What is one thing you feel you did well? Why do you think that?
- What is one thing you think you could do better next time?

Differentiation

Beyond

- Challenge students to apply what they have learned to real-world scenarios or cross-subject connections.
- Encourage students to evaluate their strategies and consider ways to deepen their understanding.
- Ask students to analyze how new learning connects to prior knowledge.



MLL

- Pair students with peers who have proficient or exemplary oral language skills for collaborative activities to promote language practice.
- Encourage students to discuss what they have learned with a partner using their home language.
- Rephrase the learning target in comprehensible terms and encourage students to express their understanding in their own words or home languages.

Approaching/MLL

- Remind students they can use resources such as anchor charts to help them answer the discussion question.
- Provide options for expression and communication by prompting students to first respond to the question in think-pair-share before having them respond to the question as a whole group.
- Provide sentence starters.

Examples:

- “I did well at . . . I know because . . .”
- “Next time, I can improve on . . .”
- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect.
- Have students draw or act out what they learned before explaining it in words.
- Guide students in reviewing their work and connecting it to the learning target. Example: “Let’s examine our learning target again. Can you point to an example in your work that shows you met this goal?”
- Prompt students to reflect on what they have learned with scaffolded support. Example: “Tell me one thing you learned, and I’ll ask a question to help you add more. Then, we’ll check if it matches our learning target.”

Application SL.3.1.A, SL.3.6

Progress Reflection

Learning Target #1

- Explain to students that they will reflect on their progress toward the learning targets for this lesson.
- Read aloud Learning Target #1.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #1.

Learning Target

I can analyze a text by reading closely to answer questions using evidence.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson’s learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.



Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.1

Progress Reflection

Learning Target #2

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #2.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #2.

Learning Target

I can determine the meaning of words using vocabulary strategies.

Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.4, L.3.4.A., L.3.4.B

Progress Reflection

Learning Target #3

- Explain to students that they will reflect on their progress toward the next learning target for this lesson.
- Read aloud Learning Target #3.
- Have students complete the trackers in their student companions to indicate their progress toward the learning target.
- Once students have finished their self-assessments, congratulate them on their progress toward Learning Target #3.

Learning Target

I can determine the central message of a text and support it with details.



Differentiation

Approaching

- Break down the learning target into manageable steps to help students reflect on their progress.

Beyond

- Challenge students to transfer the lesson's learning target to real-world scenarios or cross-subject connections.

MLL

- Encourage students to discuss what they have learned using their home languages with a partner.

Approaching/MLL

- Use visual aids, such as anchor charts, pictures, or diagrams, to help students reflect on the learning targets.

Application RL.3.1, RL.3.2

Homework

Task Overview

Introduce the Homework Task

- Review the homework task with students.
- Answer clarifying questions.

Application RL.3.1, RL.3.10, RI.3.1, RI.3.10, W.3.10

**Accountable
Research Reading
Prompts**



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