



EXPEDITIONARY
LEARNING

Grade 3: Module 1

Assessment Overview



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Performance Task	Accessing Books around the World Bookmark For this module, each student will create an “Accessing Books around the World” bookmark based on research about selected countries in the text <i>My Librarian Is a Camel</i> and the geography content in Unit 3. Bookmarks will have two sides. On side 1, students will write an informative paragraph that explains about librarians (individual or collective) from a specific country, and how they help readers access books in a unique way. On side 2, students will include a bulleted list about the physical characteristics of the region as well as an illustration that represents the region’s geographical features. The creation of these bookmarks will be supported by the writing process, including opportunities for critique, and culminating in the opportunity to publish and share the bookmarks with readers in their school or local library. This task centers on NYSP12 ELA Standards RI.3.2, My.3.2, W.3.2, W.3.4, W.3.5, and L.3.1.
Mid-unit 1 Assessment	Collaborative Discussion Skills This assessment centers on NYSP12 ELA CCLS SL.3.1b and c. Three times in this unit, students will engage in small group discussions after reading texts closely. During these discussions, the teacher will use a simple Conversation Criteria checklist to monitor and record students’ mastery of discussion skills. Since the assessment is about the students’ ability to speak in complete sentences and use class norms, teachers may choose to track students’ use of these criteria over the course of multiple lessons. Lesson 6 includes specific time to pull any students for whom teachers do not already have ample assessment evidence.
End of unit 1 Assessment	Close Reading and Powerful Note-Taking on My Own This on-demand assessment centers on NYSP12 ELA CCLS RL.3.2, RL.3.3, W.3.8, and L.3.4. Students will read independently excerpts from <i>The Librarian of Basra</i> or another text of the teacher’s choosing at the appropriate Lexile range. Students will follow the same close reading routine they have been practicing throughout the unit: reading to get to know the text, reading to determine the central message and to identify unfamiliar vocabulary, reading to take notes about how key details help to convey the central message or lesson of the text, and reading to answer text-dependent questions.



Mid-unit 2 Assessment	Letter about My Reading Goals This assessment centers on NYSP12 CCLS W.3.2 and L.3.6. After analyzing their strengths and needs and setting goals about how to become a more proficient and independent reader, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.
End of unit 2 Assessment	Listen Up! Recording Our Reading This assessment centers on NYSP12 ELA CCLS SL.3.5. Students will read aloud a text for an audio recording. To prepare for this assessment, students will use criteria for fluent reading and have multiple opportunities to practice reading aloud.
Mid-unit 3 Assessment	Answering Text-Dependent Questions about Librarians and Organizations around the World This assessment centers on standard NYSP12 ELA CCLS RI.3.2, RI. 3.1, W.3.8, and SL.3.1. In this assessment, students will read an unfamiliar passage about librarians or organizations that go to great lengths to bring reading to people. Students will use the same close reading routine they practiced during <i>My Librarian Is a Camel</i> : reading to get to know the text, reading for the main idea and unfamiliar vocabulary, reading to take notes, and reading to answer a series of text-dependent questions.
End of unit 3 Assessment	Accessing Books around the World: On-Demand Informative Paragraph about a New Country This on-demand assessment centers on NYSP12 ELA CCLS W.3.2. Students will write an informative paragraph about a librarian or organization from the text <i>My Librarian Is a Camel</i> . Students may not write about the librarians portrayed on their bookmark, but may write about any of the other countries they learned about. Targets assessed in this assessment will include: “I can write an informative text that has a clear topic,” “I can develop the topic with facts and details,” and “I can write a conclusion to my paragraph.”