

## **Appendix IV: Common Core Alignment**

The pages contained in this appendix provides two examples of our academic curriculum aligned to the Common Core Standards.

Example A: Grade 3: Module 1: Becoming a Close Reader and Writing to Learn, a 3rd grade ELA unit adopted through EngageNY as designed by Expeditionary Learning and published by the New York State Education Department

Example B: SpringBoard Math Unit-At-a-Glance – Course 2: Common Core Edition © 2014, a 7th grade Math curricular overview published by SpringBoard





		Module 1: Becoming a Close Reader and Writing to Learn	Module 2A: Researching to Build Knowledge and Teach Others	Module 3A: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
GRADE 3	Topic	<b>The Power of Reading</b>	<b>Adaptations and the Wide World of Frogs</b>	<b>Staging Stories</b>	<b>The Role of Freshwater around the World</b>
	Central Texts*	RI— <i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i> , Margriet Ruurs	RL— <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RI— <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL—Classic Starts: <i>Peter Pan</i> , J.M. Barrie, retold from the original by Tania Zamorsky	RI— <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss
	Writing Tasks**	• Informative Writing: Accessing Books around the World Bookmark (RI.3.2, W.3.2)	• Research-based Narrative: Freaky Frogs Trading Cards (W.3.2, 3.3)	• Narrative: Writing a Newly Imagined Scene from <i>Peter Pan</i> (W.3.3) • Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RL.3.3, 3.5, W.3.1, 3.2)	• Opinion Writing and Speaking: Public Service Announcement—the Importance of Water (W.3.1, 3.6, 3.7, SL.3.4, 3.5, 3.6, L.3.3b) • Informative Writing: Challenges to Having Enough Clean Water for Everyone (W.3.2)
GRADE 4	Topic	<b>Oral Tradition, Symbolism, and Building Community<sup>1</sup></b>	<b>Interdependent Roles in Colonial Times</b>	<b>Simple Machines: Force and Motion</b>	<b>Susan B. Anthony, the Suffrage Movement and the Importance of Voting</b>
	Central Texts*	RI— <i>The Iroquois: The Six Nations Confederacy</i> , Mary Englar RL— <i>The Keeping Quilt</i> , Patricia Polacco (teacher copy only) RL— <i>Eagle Song</i> , Joseph Bruchac (optional)	RI— <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> , Elizabeth Raum RI— <i>If You Lived in Colonial Times</i> , Ann McGovern	RI— <i>Simple Machines: Forces in Motion</i> , Buffy Silverman	RL— <i>The Hope Chest</i> , Karen Schwabach
	Writing Tasks**	• Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.4.3)	• Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3)	• Opinion Writing: An Editorial on Simple Machines (RI.4.3, W.4.1, 4.7, 4.9)	• Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)
GRADE 5	Topic	<b>Stories of Human Rights</b>	<b>Biodiversity in Rainforests of the Western Hemisphere</b>	<b>Sports and Athletes' Impact on Culture</b>	<b>Natural Disasters in the Western Hemisphere</b>
	Central Texts*	RL— <i>Esperanza Rising</i> , Pam Muñoz Ryan RI—Universal Declaration of Human Rights (excerpts)	RI— <i>The Most Beautiful Roof in the World: Exploring the Rainforest Canopy</i> , Kathryn Lasky	RI— <i>Promises to Keep: How Jackie Robinson Changed America</i> , Sharon Robinson	RL— <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat <sup>2</sup>
	Writing Tasks**	• Analytical Essay: How <i>Esperanza</i> Changes over Time (RL.5.2, 5.3, W.5.9) • Narrative: Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, 5.9, SL.5.6)	• Analysis: Meg Lowman's Research in the Rainforest (W.5.2, W.5.8, and W.5.9) • Research-based Narrative: Rainforest Field Journal Page (RI.5.7, 5.9, W.5.2, 5.3, 5.7, 5.9.)	• Opinion Writing: Letter to a Publisher—a Famous Athlete's Impact (RI.5.9, W.5.1, 5.7, 5.8, 5.9) • Opinion Writing: Jackie Robinson's Legacy (W.5.1, 5.9)	• Opinion Writing and Speaking: Preparing for and Responding to Natural Disasters (RI.5.7, 5.9, W.5.1, 5.7, 5.8, 5.9) • Informative Writing: What Makes a Hurricane a Natural Disaster? (W.5.2, 5.9)

\*\* This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

\* This plan shows most full-length books all students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.

<sup>1</sup> 4M1A has been revised by NYSED. The revised version will be posted in summer 2014. *The Iroquois: The Six Nation Confederacy* will continue to be used as a central text. *The Keeping Quilt* has been added as a read-aloud in Unit 3. *Eagle Song* will no longer be a required text for this module; it will be an optional independent read with an independent reading guide. There also will be several mini-lessons for in-class discussions if teachers choose to use this novel.

<sup>2</sup> Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.



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# Grade 3: Module 1 Overview



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This module uses literature and informational text such as *My Librarian Is a Camel* to introduce students to the power of literacy and how people around the world access books. This module is intentionally designed to encourage students to embrace a love of literacy and reading. In Unit 1, students will begin to build their close reading skills; students hear stories read aloud and read works in their entirety and excerpts of more challenging writing closely. Students examine the main message in literature about individuals and groups from world communities (including the United States) who have gone to great lengths to access education. Students will practice identifying the central message and taking notes in the provided categories. Then in Unit 2, students will focus more on what it means to be a proficient and independent reader. They will continue to read literature about characters who are motivated to learn to read, overcome struggles to learn to read, or are passionate about books and words. Students will assess their strengths and needs as readers, set goals, and begin the yearlong journey of becoming proficient

and independent readers who have their own “reading superpowers.” (The phrase “reading superpowers” is meant to help third-graders understand what is required to demonstrate mastery of the Common Core reading standards.) This unit includes a heavy emphasis on building reading fluency. In Unit 3 (the longest), students will delve into geography, and how where one lives in the world impacts how one accesses books. They will continue building knowledge and vocabulary related to world geography as they study excerpts from *My Librarian Is a Camel*, which describes how librarians overcome challenges of geography to get books to people. They will apply their learning by writing a simple information report about how people access books around the world, focusing on the role of specific librarians or organizations they studied. This writing will be in the form of a bookmark, which students can then give to their school or local library. **The bookmark performance task centers on NYSP12 ELA Standards RI.3.2, W.3.2, W.3.4, W.3.5, and L.3.2.**

#### Guiding Questions And Big Ideas

- **What is the power of education and reading?**
- **How does where people live in the world affect how they access reading and books?**
- *People across the world and throughout time have sought the power of reading to provide opportunities to themselves and others.*
- *Powerful readers have and continue to develop a variety of skills.*
- *Readers can learn about different places and people through a variety of texts.*



### 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 *My Librarian Is a Camel* 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, W.3.2, W.3.4, W.3.5, and L.3.1.**

### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

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





CCS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>• RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</li><li>• RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li><li>• RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</li><li>• RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</li><li>• RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.<ul style="list-style-type: none"><li>a. Self-select text based upon personal preferences.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can ask questions to deepen my understanding of a literary text.</li><li>• I can answer questions using specific details from the text.</li><li>• I can retell a story using key details from the text.</li><li>• I can identify the main message or lesson of a story using key details from the text.</li><li>• I can describe the characters in a story (their traits, motivations, feelings).</li><li>• I can describe how a character's actions contribute to the events in the story.</li><li>• I can distinguish between a narrator or character's point of view and my own.</li><li>• I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).</li><li>• I can make connections between texts and ideas to comprehend what I read.</li><li>• I can choose texts that interest me.</li></ul>
CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li></ul>	<ul style="list-style-type: none"><li>• I can ask and answer questions about a text.</li><li>• I can determine the main idea of an informational text.</li><li>• I can retell key ideas from an informational text.</li></ul>



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li><li>• RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li></ul>	<ul style="list-style-type: none"><li>• I can make connections between the events, ideas, or concepts in a text.</li><li>• I can use information from illustrations (maps, photographs) to understand informational texts.</li><li>• I can use information from the words to understand informational texts.</li></ul>
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none"><li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li><li>b. Develop the topic with facts, definitions, and details.</li><li>d. Provide a concluding statement or section.</li></ul></li><li>• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li><li>• W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li><li>• W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	<ul style="list-style-type: none"><li>• I can write an informative/explanatory text.</li><li>• I can write an informative/explanatory text that has a clear topic.</li><li>• I can group supporting facts together about a topic in an informative/explanatory text using both text and illustrations.</li><li>• I can develop the topic with facts, definitions, and details.</li><li>• I can construct a closure on the topic of an informative/explanatory text.</li><li>• I can produce writing that is appropriate to task and purpose (with support).</li><li>• I can document what I learn about a topic by taking notes.</li><li>• I can document what I learn about a topic by sorting evidence into categories.</li><li>• I can write for a variety of reasons.</li></ul>



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.               <ul style="list-style-type: none"> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>• SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• I can effectively participate in a conversation with my peers and adults.</li> <li>• I can follow our class norms when I participate in a conversation.</li> <li>• I can explain what I understand about the topic being discussed.</li> <li>• I can demonstrate fluency when reading stories or poems for an audio recording.</li> <li>• I can speak in complete sentences with appropriate detail.</li> </ul>
CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>– Capitalize appropriate words in titles.</li> <li>– Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>– Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>– Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use conventions to send a clear message to my reader.</li> <li>• I can capitalize appropriate words in titles.</li> <li>• I can spell words that have suffixes added to base words correctly.</li> <li>• I can use spelling patterns to spell words correctly.</li> <li>• I can use resources to check and correct my spelling.</li> </ul>

CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.3.6. Acquire and use accurate and grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</li> </ul>	<ul style="list-style-type: none"> <li>• I can use what the sentence says to help me to determine what a word or phrase means.</li> <li>• I can accurately use third-grade academic vocabulary to express my ideas.</li> </ul>



**Central Texts**

1. James Rumford, *Rain School* (New York: Houghton Mifflin Harcourt, 2010); ISBN: 978-0-547-24307-8.
2. Jeanette Winter, *Nasreen's Secret School* (San Diego: Beach Lane Books, 2009); ISBN: 978-1-416-99437-4.
3. Heather Henson, *That Book Woman* (New York: Atheneum Books for Young Readers, 2008); ISBN: 978-1-4169-0812-8. (Teacher copy only)
4. Jeanette Winter, *The Librarian of Basra: A True Story from Iraq* (Houghton Mifflin Harcourt, 2005); ISBN: 978-0-15-205445-8.
5. Patricia Polacco, *Thank You, Mr. Falker* (New York: Philomel, 2001); ISBN: 978-0-39923732-4. (Teacher copy only)
6. Roni Schotter, *The Boy Who Loved Words*, illustrated by Giselle Potter (New York: Schwartz & Wade, 2006); ISBN: 978-0-375-83601-5. (Teacher copy only)
7. Oliver Jeffers, *The Incredible Book-Eating Boy* (New York: Philomel, 2007); ISBN: 978-0-399-24749-1. (Teacher copy only)
8. Monica Brown, *Waiting for the Biblioburro*, illustrated by John Parra (Emeryville, CA: Tricycle Press, 2011); ISBN: 978-1-58246-353-7. (Teacher copy only)
9. Margriet Ruurs, *My Librarian Is a Camel: How Books Are Brought to Children around the World* (Honesdale, PA: Boyds Mills Press, 2005); ISBN: 978-1-59078-093-0. (Teacher copy only)



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Seeking the Power of Reading</b>			
<b>Weeks 1-2</b>	<ul style="list-style-type: none"> <li>• Introduce Superheroes of Reading around the world; introduce close reading</li> <li>• Read and discuss stories from around the world about people seeking the power of education, learning, and reading</li> <li>• Launch independent reading</li> <li>• Introduce paragraph writing</li> <li>• Practice close reading and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the main message or lesson of a story using key details from the text. (RL.2)</li> <li>• I can follow our class norms when I participate in a conversation. (SL.3.1b)</li> <li>• I can ask questions so I'm clear about what is being discussed. (SL.3.1c)</li> <li>• I can ask questions that are on the topic being discussed. (SL.3.1c)</li> <li>• I can connect my questions to what others say. (SL.3.1c)</li> <li>• I can identify the main message or lesson of a story using key details from the text. (RL.3.2)</li> <li>• I can document what I learn about a topic by sorting evidence into categories. (W.3.8)</li> <li>• I can document what I learn about a topic by taking notes. (W.3.8)</li> <li>• I can use a variety of strategies to determine the meaning of words and phrases. (L.3.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: Collaborative Discussion Skills (SL.3.1b and c)</li> <li>• End of Unit 1 Assessment: Close Reading and Powerful Note-Taking (RL.3.2, RL.3.3, W.3.8, and L.3.4)</li> </ul>

Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Building the Power of Reading</b>			
<b>Weeks 3-4</b>	<ul style="list-style-type: none"> <li>Learn about and build the personal powers of reading through stories and classroom structures (e.g., vocabulary, independent reading stamina)</li> <li>Set individual reading goals and write an informational letter about those goals</li> <li>Develop reading fluency and create an oral recording of fluent reading for an audience</li> </ul>	<ul style="list-style-type: none"> <li>I can write an informative/explanatory text. (W.3.2)</li> <li>I can accurately use third- grade academic vocabulary to express my ideas. (L.3.6)</li> <li>I can demonstrate fluency when reading stories or poems for an audio recording. (SL.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Assessment: A Letter about My Reading Goals (W.3.2 and L.3.6)</li> <li>End of Unit 2 Assessment: Listen Up!: Recording Our Reading (SL.3.5)</li> </ul>

Week	Instructional Focus	Long-Term Targets	Assessments
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**Unit 3: Librarians around the World**

**Weeks 5-8  
(17 sessions)**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Introduction to geography: Building background knowledge about physical environments and reading maps</li> <li>• Revisit Close Reading protocol</li> <li>• Determine the main idea of informational texts about accessing texts around the world</li> </ul>  | <ul style="list-style-type: none"> <li>• I can answer questions using specific details from the text. (RI.3.1)</li> <li>• I can determine the main idea of an informational text. (RI.3.2)</li> <li>• I can document what I learn by sorting evidence into categories. (W.3.8)</li> <li>• I can effectively participate in a conversation with my peers and adults. (SL.3.1)</li> </ul> | <ul style="list-style-type: none"> <li>• Mid-Unit 3 Assessment: Librarians around the World: Answering Text-Dependent Questions (RI.3.1, RI 3.2, W.3.8, and SL.3.1)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Plan, draft, revise, edit, and publish a Librarians around the World informative paragraph</li> <li>• Create an Accessing Books around the World bookmark that explains how librarians or organizations help readers access books in a unique way</li> </ul> | <ul style="list-style-type: none"> <li>• I can write an informative/explanatory text. (W.3.2)</li> <li>• I can group supporting facts together about a topic in an informative text using both text and illustrations. (W.3.2)</li> </ul>   | <ul style="list-style-type: none"> <li>• End of Unit 3 Assessment: Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2)</li> </ul>    |





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# 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 *My Librarian Is a Camel* 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, W.3.2, W.3.4, W.3.5, and L.3.2.**

**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 *The Librarian of Basra* 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 *My Librarian Is a Camel*: 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 *My Librarian Is a Camel*. 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."





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# Grade 3: Module 1

## Performance Task



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### Summary of Task

- Students will create an informational report about how librarians and organizations help people around the world access books. Their writing will be based on research about selected countries in the text *My Librarian Is a Camel* and the geography content in Unit 3. Students will create their final product in the form of a two-sided bookmark. On one side, students will write an informative paragraph that explains who the librarians or organizations are, where the librarians or organizations are from, and how those librarians or organizations help readers to access books in a unique way. On the other side, students will list the major geographical features of the region as well as draw a picture illustrating these features. Students will draft, revise, polish, and publish their bookmarks. After publishing their bookmarks, students will share them with other readers in their school or local library.

### Format

4.25" x 5.5" bookmark (on card stock, laminated if possible)

### Standards Assessed Through This Task

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- L.3.2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



#### Student-Friendly Writing Invitation/Task Description

- You are an author and advocate of reading. After reading about librarians and organizations from around the world, select one to write an informational text about. Your text should describe who the person or what the organization is, where they are from, and how they help readers to access books in a unique way. Support your writing with specific evidence from the texts you have read.
- On the other side of your bookmark, draw a picture showing a specific geographical feature from the region where your librarian or organization works. Also, write a list of three to five of the most important words to tell readers what this geographic region is like. Your bookmark will be shared with others in our school or in our local community.

#### Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

#### **Your bookmark should include:**

- An informative paragraph that describes your specific librarian, librarians, or organization in your specific country, what country the person or organization is from, and how they help people access books in a unique way (W.3.2)
- In your paragraph, specific facts, definitions, and details (in your informative paragraph) from the texts you read that describe your librarian/librarians/organization from this country (RI.3.2)
- A bulleted list of other important facts about the physical geography of the country you studied (W.3.4)
- One high-quality illustration that accurately portrays the physical characteristics of the country you studied (W.3.2)
- Correct capitalization and spelling of grade-level words (L.3.2)
- “Craftsmanship” so that your bookmark matches all the bookmark conventions established by the class (W.3.5)





#### Options For Students

- As a technology extension, students may word process their informational paragraphs or use technology to create their illustrations.
- Students also may include a map depicting the geographic location of the country they studied.

#### Options For Teachers

- Students may present their bookmarks to their local libraries, and multiple copies may be made for library patrons.
- Students may send their bookmarks to readers in one of the countries they learned about.

