



EXPEDITIONARY
LEARNING

Grade 3: Module 1: Unit 1: Lesson 11

End of Unit 1 Assessment: Close Reading and Powerful Note-taking on My Own



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
I can describe how a character's actions contribute to the events in the story. (RL.3.3)
I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
I can document what I learn about a topic by taking notes. (W.3.8)
I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

Supporting Learning Targets

- I can sort key details from *The Librarian of Basra* into categories.
- I can answer questions using details from *The Librarian of Basra*.
- I can describe what the librarian of Basra wanted and what she did.
- I can determine the meaning of a word by using clues in the text around it.

Ongoing Assessment

- End of Unit 1 Assessment: Reading Closely



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking the Learning Target (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading for Flow (10 minutes)B. Rereading: Capturing the Gist and Identifying Unknown Vocabulary (15 minutes)C. Reading Again for Important Details: Taking Notes in the Somebody In Wanted But So (SIWBS) Categories (15 minutes)D. Answering Text-Dependent Questions (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Share with someone at home about our guiding question for this module: based on the books we have read in this first unit, what do you think now: “What is the power of reading and education?”B. Explain the process of reading closely to someone at home. How do you do it? Why do you do it? What are you learning about being a proficient and independent reader?	<ul style="list-style-type: none">• For this assessment, students will need access to <i>The Librarian of Basra</i>. Score the assessment based on the NYS two-point rubric available on EngageNY.org.• Note that this text, like <i>Nasreen’s Secret School</i> by Jeanette Winter, also deals with issues around war. See Lesson 6 Teaching Note for further information about the selection of these texts. See more specific lesson framing and the debrief note in lesson below.• Since this is a reading assessment, the teacher will not read the text aloud. This is why students read the text four times, rather than three as they have been practicing: Their first read in effect replaces the teacher read-aloud.• Note that this text, like <i>Nasreen’s Secret School</i> by Jeanette Winter, also deals with issues around war. See Lesson 6 Teaching Note for further information about the selection of these texts. See more specific lesson framing and the debrief note in lesson below.



Lesson Vocabulary	Materials
<p>Note: Today's lesson is an assessment. Therefore, limit previewing vocabulary, as students are being assessed on recognizing and recording unfamiliar words. Consider introducing students to a couple of vocabulary words here that may interfere with their reading rate and comprehension, specifically names of people and places.</p> <ul style="list-style-type: none">– Basra– Alia– Anis	<ul style="list-style-type: none">• End of Unit 1 Assessment: Reading Closely (one per student)• Close Readers Do These Things anchor chart (begun in Lesson 2)• <i>The Librarian of Basra</i> by Jeanette Winter (book; one per student)• For an alternate text to <i>The Librarian at Basra</i>, consider using the following: Leavitt, Lorelee. "One boy's book drive." <i>Boy's Quest</i> Oct.-Nov. 2011: If you use this alternate text, you then will need to craft your own text-dependent questions for the assessment, using the text-dependent questions about <i>The Librarian of Basra</i> as a model.

Opening	Meeting Students' Needs
<p>A. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in a circle. Tell them that today is a very exciting day. They will have the opportunity to show how skilled they have become at reading texts closely. Explain that they will be reading a brand-new story, going through each step of reading closely that they practiced with <i>Rain School</i>, <i>Nasreen's Secret School</i>, and <i>That Book Woman</i>.• Tell them that they will each have the story in front of them. As a class, they will stop at a few points along the way so everyone has clear directions.• Direct students' attention to the Close Readers Do These Things anchor chart. Address any clarifying questions students may have about the task. Ask students to return to their independent work area.	<ul style="list-style-type: none">• An alternative way of structuring this lesson would be to begin by charting the steps of the Close Reading protocol as a class, and then allow students to move through the stages at their own pace.



Work Time	Meeting Students' Needs
<p>A. Reading for Flow (10 minutes)</p> <ul style="list-style-type: none">Once students are back at their independent work area, distribute <i>The Librarian of Basra</i> to each student. Do not do much preteaching of this text, since it is being used for an assessment. Briefly explain that this book is also written by Jeanette Winter, who wrote <i>Nasreen's Secret School</i> (which students read in Lessons 6-7). Therefore, they may encounter some similar ideas when they read this text. Keep this framing basic so as to not give away the main idea before students have the chance to read the text. Do not do much preteaching of this text, since it is being used for an assessment. Briefly explain that this book is also written by Jeanette Winter, who wrote <i>Nasreen's Secret School</i> (which students read in Lessons 6-7). Therefore, they may encounter some similar ideas when they read this text. Keep this framing basic so as to not give away the main idea before students have the chance to read the text. Remind them that the first time they read, it is simply to feel the flow of the story and enjoy it, just the same as when the teacher read the other stories aloud to them. Give students 10 minutes to read the story.	
<p>B. Rereading: Capturing the Gist and Identifying Unknown Vocabulary (15 minutes)</p> <ul style="list-style-type: none">After 10 minutes, distribute End of Unit 1 Assessment: Reading Closely to each student.Tell students that, instead of using sticky notes, today they will record their thinking here, so it is all in one place. Remind students that their second reading of a story is all about getting the gist of each section and finding unfamiliar vocabulary. If necessary, review the format of the recording section for the second read.Give students 15 minutes to read again for gist and vocabulary.	<ul style="list-style-type: none">The assessment provides “stopping points” for students in order to break the text into sections. Consider stopping the entire class at these points.Alternatively, create a small group of students who may find difficulty with this and support them in finding the stopping points.



Work Time (continued)	Meeting Students' Needs
<p>C. Reading Again for Important Details: Taking Notes in the Somebody In Wanted But So (SIWBS) Categories (15 minutes)</p> <ul style="list-style-type: none">Once students complete the story a second time, tell them they will now be reading to find important details and taking notes. Give students 15 minutes to read again for important details.	<ul style="list-style-type: none">If some students can do this work independently, consider providing them a work space where they can work at their own pace. If they finish early, encourage them to read their independent reading book.
<p>D. Answering Text-Dependent Questions (10 minutes)</p> <ul style="list-style-type: none">Encourage students and congratulate them on their stamina.Ask them to read the text a final time to answer questions. Remind them to read the questions before they read the story the final time. Give students 10 minutes to read again and answer questions from the text.	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Gather students back in a circle. Debrief as a whole class with the question:<ul style="list-style-type: none">* "What did the librarian of Basra do that was so extraordinary or important?"Encourage students to use details from the text.Invite students to share any final reflection they have on this text, given the sensitive topic.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Share with someone at home about our guiding question for this module: based on the books we have read in this first unit, what do you think now: "What is the power of reading and education?"Explain the process of reading closely to someone at home. How do you do it? Why do you do it? What are you learning about being a proficient and independent reader?	



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Supporting Materials



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End of Unit 1 Assessment:
Reading Closely

.....
Name:
.....

.....
Date:
.....

Read the story first for enjoyment and the flow.

Reread: Getting the gist and Finding Unfamiliar Vocabulary

Section Endings Stop at:	What is the gist of this section?	What are some unfamiliar words, or words others may not know?
He refuses.		
They do not know that the whole of the library is in my restaurant, thinks Anis.		
[the last words of the story]		



End of Unit 1 Assessment:
Reading Closely

Reread: Gathering Important Details in a Story

Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (problem)	
so ... (resolution)	
<p>After thinking more closely about the characters and their motivations, <i>now</i> what do you think the lesson of this story is? Why do you think this?</p>	

¹Kylene Beers, *When Kids Can't Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), 144–49.



End of Unit 1 Assessment:
Reading Closely

Reread: *The Librarian of Basra*: Questions from the Text

1. According to the text, what kinds of books are in the Library of Basra?

2. How does Alia feel about the books? Use details from the text to support your answer.

3. How do people help Alia to save the books? Use details from the text to support your answer.



End of Unit 1 Assessment:
Reading Closely

Reread: *The Librarian of Basra*: Questions from the Text

4. How does Anis avoid getting into trouble with the soldier? Use details from the text to support your answer

5. The text states: “Alia worries that the fires of war will destroy the books, which are more precious to her than mountains of gold.” What does the word *precious* in this sentence mean?

- a. cute
- b. valuable
- c. delicate

Why did you choose this? Use details or clues from the text to support your answer choice:



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.