



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Assessment Overview



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<p>Final Performance Task</p>	<p>Wolf Narrative</p> <p>In this performance task, students have an opportunity to apply what they have learned about real wolves in Unit 2 with what they have learned about the characteristics of narratives in Unit 1, to write and illustrate a narrative with a realistic wolf character. Using facts and details gathered from <i>Face to Face with Wolves</i> (in Unit 2), they first plan their narratives by choosing a problem faced by real wolves, and then create a character profile of their main wolf character. Next, students plan their narratives incorporating what they have learned about real wolves and the problems they face. Students then receive critique and feedback from the teacher in order to revise and improve their plans. They then draft their narratives, creating a story rich with realistic details. Finally, they add illustrations to complete their performance task for this module. This task addresses NYSP12 ELA CCLS W.3.3, W.3.4, W.3.5, L.3.1g, h, and i.</p>
<p>Mid-Unit 1 Assessment</p>	<p>Selected Response and Short Answer Questions: “Fox and Wolf”</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.1–4 and RL.3.7. Students read a new folktale, “Fox and Wolf.” Then they respond to text-dependent and short answer questions that demonstrate their ability to recount the story, determine the central lesson, and describe the characters, as well as how their actions contribute to the sequence of events. Students are also asked to explain how the illustrations that accompany the folktale contribute to what is conveyed through words and to determine the meaning of unfamiliar literal and non-literal language.</p>
<p>End of Unit 1 Assessment</p>	<p>Part 1: Character Analysis and Opinion Writing: “The Wolves and the Sheep”</p> <p>This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS RL.3.3, L.3.4, and W.3.1. Students read a new fable, “The Wolves and the Sheep,” and then complete a Character chart to help them respond to text-dependent questions that ask them to describe the main characters and explain how their actions contribute to the sequence of events. Students also use a variety of strategies to determine the meaning of unfamiliar words and phrases from the story. Then they use the information they have gathered to write a three-to-five-sentence opinion paragraph that answers the questions: “What is the best word to describe the wolves in this story? Why?” Students will need to support their opinion with at least two reasons, use linking words, and provide a concluding statement.</p> <p>Part 2: Reading Fluently</p> <p>Part 2 focuses on RF.3.4, and is meant to build on fluency work from Modules 1 and 2. Students will read aloud one of three texts: “The Tricky Wolf and the Rats” (folktale, Lexile 620), “The Wolf and the Sheep” (fable, Lexile 700), or “The Wolf in the Park” (poem, Lexile 780). A range of Lexiled texts are provided to ensure students at varying levels of third-grade reading proficiency have access to a grade-level text that will allow them to demonstrate their personal level of fluent reading. Note that if your school and/or district already has an established fluency program, this assessment is optional, but recommended.</p>



Mid-Unit 2 Assessment	<p>Reading a New Section of <i>Face to Face With Wolves</i>: “Life in the Pack”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.3.1 and RI.3.4. For this assessment, students read a new section from <i>Face to Face with Wolves</i> and respond to text-dependent and short answer questions. Students are asked to explain the gist of this section, answer questions using evidence from the text, and determine the meaning of unfamiliar words.</p>
End of Unit 2 Assessment	<p>Reading and Writing about Wolves</p> <p>This assessment centers on NYSP12 ELA CCLS RI.3.2, RI.3.4, RI.3.6, and W.3.2. Students read a new section from <i>Face to Face with Wolves</i>. In the first part of this assessment, students determine the main idea of the section and identify key details that helped them understand the main idea. Students then answer text-dependent and short answer questions focused on using evidence from the text, author’s point of view, and determining the meaning of unfamiliar words. In the last part of the assessment, students plan and write a paragraph in response to a prompt to explain their own point of view about wolves.</p>
Mid-Unit 3 Assessment	<p>Revising Wolf Narrative Plans</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.3 and W.3.5. Students revise their plans for narratives about a problem faced by real wolves using teacher feedback and highlight the revisions they make.</p>
End of Unit 3 Assessment	<p>Draft the Wolf Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.3.3. Students use their plans to draft a narrative about a problem faced by real wolves.</p>