End of Unit 1 Assessment:

Grade 3: Module 1: Unit 1: Lesson 11

Supporting Materials

Reading Closely

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| Name: |
| Date: |

Read the story first for enjoyment and the flow.

Reread: Getting the gist and Finding Unfamiliar Vocabulary

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| --- | --- | --- |
| 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] |  |  |

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**Reread: Gathering Important Details in a Story**

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| --- | --- |
| Somebody …  *(character)* |  |
| in …  *(setting)* |  |
| wanted …  *(motivation)* |  |
| but …  *(problem)* |  |
| so …  *(resolution)* |  |
| After thinking more closely about the characters and their motivations, *now* what do you think the lesson of this story is?  Why do you think this? | |

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

End of Unit 1 Assessment:

Reading Closely

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| Reread: *The Librarian of Basra*: Questions from the Text  1. According to the text, what kinds of books are in the Library of Basra? |
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| 2. How does Alia feel about the books? Use details from the text to support your answer. |
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| 3. How do people help Alia to save the books? Use details from the text to support your answer. |
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End of Unit 1 Assessment:

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| 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 |
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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

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| Why did you choose this? Use details or clues from the text to support your answer choice: |
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6. Which detail best supports the main idea of The Librarian of Basra?

1. ***The book s must be saved (page 16).***
2. Pass them over the 7 foot wall and hide them in Anise’s Restaurant (page 17).
3. The books stay hidden and the war rages on (page 18).
4. She hires a truck to bring all 30,000 books to her house (page 21).

7. Which page best explains how important the books are to the librarian?

1. Page 13
2. ***Page 8***
3. Page 27
4. Page 14

8. Read the following sentence from page 13. “The city is lit with a firestorm of bombs and gunfire.

What does the word **firestorm** mean?

1. Darkness and noise
2. Camp fire
3. ***Intense and destructive fire***
4. Fighting

2-Point Rubric: Writing from Sources/Short Response1

(for Teacher Reference)

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

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| --- | --- |
| **2-point Response** | The features of a 2-point response are: |
| * 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: |
| * 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: |
| * 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.