



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 1: Unit 3: Lesson 9**

## **Mid-Unit Assessment: Text-Dependent Questions about Librarians and Organizations around the World**



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

- I can answer questions using specific details from the text. (RI.3.1)
- I can determine the main idea of an informational text. (RI.3.2)
- I can document what I learn about a topic by sorting evidence into categories. (W.3.8)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Supporting Learning Targets

- I can identify the main idea of a new excerpt from *My Librarian Is a Camel* by using illustrations and reading the text closely.
- I can record key details from a new excerpt from *My Librarian Is a Camel* into categories.
- I can answer questions using details from a new excerpt from *My Librarian Is a Camel*.
- I can discuss how the main idea in a new excerpt from *My Librarian Is a Camel* is conveyed through key details.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World
- Mid-Unit 3 Assessment, Part 2: *My Librarian Is a Camel*: Questions from the Text for “Mongolia”



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Engaging the Reader (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit Assessment: Reading for Flow (10 minutes)</p> <p>B. Mid-Unit Assessment: Rereading to Capture the Gist and Identify Unknown Vocabulary (15 minutes)</p> <p>C. Mid-Unit Assessment: Reading Again for Important Details (15 minutes)</p> <p>D. Mid-Unit Assessment: Answering Text-Dependent Questions (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief (5 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>• The entire work time for this lesson is the mid-unit assessment. It is broken into sections to help students with pacing.</li> <li>• For the mid-unit assessment, all students will read the same new excerpt from <i>My Librarian Is a Camel</i>: “Mongolia” (pp. 20 and 21).</li> <li>• Note that based on Expeditionary Learning’s contract with Boyds Mills Press, permission is granted to make facsimiles of pages or use brief quotes, in context, for related ancillaries, marketing, promotional materials, and for classroom use. No adaptation or changes in the text or illustration may be made without approval of Boyds Mills Press. Permission is granted for alternate versions for the benefit of the visually and hearing or language impaired and special formats for the disabled on a nonprofit basis. Permission for special formats for individuals with disabilities who are unable to read print in a conventional manner to be sublicensed for publication in whole or in part on a non-profit basis. The following credit must be used: From <i>My Librarian is a Camel</i> by Margriet Ruurs. Copyright (c) 1994 by Nancy Springer. Published by Wordsong, an imprint of Boyds Mills Press. Reprinted by permission.</li> </ul>

Lesson Vocabulary	Materials
<p>narrative, informational text, paragraph, main idea, details</p>	<ul style="list-style-type: none"> <li>• Reading Informational Text anchor chart (from Lesson 6)</li> <li>• Document camera and projector</li> <li>• Assessment Text: “Mongolia” from <i>My Librarian Is a Camel</i> (pp. 20–21)</li> <li>• Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World (one per student)</li> <li>• Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel</i>: Questions from the Text for “Mongolia” (one per student)</li> <li>• Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World (answers, for teacher reference)</li> <li>• Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel</i>: Questions from the Text for “Mongolia” (answers, for teacher reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather the class in a circle. Read aloud or invite a student to read aloud, today's learning targets. Tell the class that today they will be doing something they have already practiced many times: reading a text closely. Remind students that throughout this module, they have practiced reading closely both with stories and with informational text.</li> <li>• For the past few days, they have been working with their small group to read excerpts about one country. Today, they will get to show what they know about close reading as they all read about a new country.</li> <li>• Tell the class that when reading informational text closely, they will use some of the same strategies they used when reading narratives. But they will also practice some new strategies.</li> <li>• Revisit the <b>Reading Informational Text anchor chart</b> (created in Lesson 6). Ask students to turn and talk to a partner about what they want to focus on as they do their new reading for today's assessment.</li> </ul>	
Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment: Reading for Flow (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Once students are back at their independent work area, distribute the <b>Assessment Text: "Mongolia" from <i>My Librarian Is a Camel</i></b> to each student. Remind them that the first time they read, it is simply to feel the flow of the text and enjoy it, just the same as when the teacher reads texts aloud to them. Give students 10 minutes to read the text.</li> </ul>	
<p><b>B. Mid-Unit Assessment: Rereading to Capture the Gist and Identify Unknown Vocabulary (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• After 10 minutes, distribute the <b>Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World</b> to each student.</li> <li>• Tell students that today, instead of sticky notes, 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.</li> <li>• Give students 15 minutes to read again for gist and vocabulary.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Mid-Unit Assessment: Reading Again for Important Details (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Once students complete the text 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 and take notes on the Mid-Unit 3 Assessment, Part 1: Using Text Evidence to Determine the Main Idea: Accessing Books around the World recording form.</li> </ul>	
<p><b>D. Mid-Unit Assessment: Answering Text-Dependent Questions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask them to read the text a final time to answer <b>Mid-Unit 3 Assessment, Part 2: <i>My Librarian Is a Camel: Questions from the Text for "Mongolia."</i></b> Remind them to read the questions before they read the text the final time. Give students 10 minutes to read again and answer questions from the text.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students back in a circle. Invite students to partner share one important fact they learned about accessing books in Mongolia. Debrief with these question: "What strategies did you use to read this informational text closely? What was a success for you as a reader? What was challenging?"</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Continue reading in your independent reading book.</li> </ul>	



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## Supporting Materials



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Mid-Unit 3 Assessment, Part 1:  
Using Text Evidence to Determine the Main Idea:  
Accessing Books around the World

Name:

Date:

Text title:

What do you know about the main idea right now?	
Who is this passage about? (Use details from the text.)	
What physical features in this country make it difficult for people to access books? (Use details from the text.)	
How do people overcome these difficulties to access books? (Use details from the text.)	
What else do you notice? (Use details from illustrations, photographs, and maps.)	
After looking closely at details, now what do you think the main idea of this text is?	

Mid-Unit 3 Assessment, Part 2:  
*My Librarian Is a Camel: Questions from the Text for “Mongolia”*

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**Name:**

.....  
**Date:**

1. What are two ways that children in Mongolia access books? Use details from the text to support your answer.

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2. When Mr. Dashdondog asks the children if books or candy are sweeter, the children always answer “Books!” Why do you think they answer this way? Use evidence from the text to support your answer.

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3. In the first paragraph, the text says, “For centuries, people who live in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plain, with their herds.” What do you think the word “nomadic” means? Use details from the text to support your answer.

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Mid-Unit 3 Assessment, Part 1:  
Using Text Evidence to Determine the Main Idea:  
Accessing Books around the World  
(Answers for Teacher Reference)

Text title:

What do you know about the main idea right now?	<b><i>This text is about how people in Mongolia access books.</i></b>
Who is this passage about? (Use details from the text.)	<b><i>This passage is about Jambyn Dashdongog, a writer who lives in Mongolia and the readers who live in Mongolia.</i></b>
What physical features in this country make it difficult for people to access books? (Use details from the text.)	<b><i>Mongolia has a large grass-covered plain, many high mountains and a huge desert that make it hard for people to access books.</i></b>
How do people overcome these difficulties to access books? (Use details from the text.)	<b><i>Jambyn Dashdongog uses a horse-drawn wagon and a camel to carry books into the desert. He also drives a minibus to deliver books to children.</i></b>
What else do you notice? (Use details from illustrations, photographs, and maps.)	<b><i>Children read books while they are riding camels! Children look very excited to be reading their books. There is no water that borders Mongolia. The mini bus sets up a library right on the plain.</i></b>
After looking closely at details, now what do you think the main idea of this text is?	<b><i>People in Mongolia had a difficult time accessing books because of the land there. A heroic man named Jambyn Dashdongog helps children access books by carrying them on minibuses and horse-drawn wagons.</i></b>



Mid-Unit 3 Assessment, Part 2:  
*My Librarian Is a Camel: Questions from the Text for “Mongolia”*  
(Answers, for Teacher Reference)

1. What are two ways that children in Mongolia access books? Use details from the text to support your answer.

***Children in Mongolia access books by horse-drawn wagons and minibuses.***

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2. When Mr. Dashdondog asks the children if books or candy are sweeter, the children always answer “Books!” Why do you think they answer this way? Use evidence from the text to support your answer.

***Children answer this way because they love reading so very much! The books that Mr. Dashdong brings are very special to the children.***

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3. In the first paragraph, the text says, “For centuries, people who live in Mongolia have led a nomadic lifestyle, moving across the steppe, a vast grass-covered plain, with their herds.” What do you think the word “nomadic” means? Use details from the text to support your answer.

***I think the word nomadic means traveling, wandering or moving. The text says that people in Mongolia move across the plain with their herds of animals.***

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