



EXPEDITIONARY  
LEARNING

# 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.3.1. 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.3.1)
- “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.