Amanda Silebi

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Task 1: Planning For Assessment

Standard One: LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

* Bloom’s Taxonomy: Understanding factual knowledge.
* Justification: This is understanding because the students are required to give descriptions of the text based on the evidence used. This is factual because the students must recall basic elements of the text in order to ask and answer questions.
* Measurable Objective: Students will be able to ask and answer questions while referring to the text for evidence.

Standard Two: LAFS.3.RL.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

* Bloom’s Taxonomy: Analyzing conceptual knowledge.
* Justification: This is analyzing because it requires the student to examine stores so that they are able to identify the central message and find evidence through key details that may be used as support or explanations. This is conceptual because the student must use this dimension to identify the interrelationships between key details and use these to identify the more complex structure of the moral/lesson.
* Measurable Objective: Students will be able to assess a stories central message and defend their opinion through details from the story.

Standard Three: LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

* Bloom’s Taxonomy: Evaluating conceptual knowledge.
* Justification: This is evaluating because it requires the student to present the characters in the story and defend how their actions affected the story outcome. This is conceptual because the student must identify the interrelationships between the characters and the more complex structure of the sequence of events.
* Measurable Objective: Students will be able to interpret characters in the story and their individual characteristics to determine how they contribute to the plot.

Standard Four: LAFS.3.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

* Blooms Taxonomy: Analyzing conceptual knowledge.
* Justification: This is analyzing because the student must examine and break information into the individual parts of the story (compare/contract). The student must then take these elements of the story and compare them to other stories by the same author to find/support generalizations from the author and/or the storyline series. This is conceptual because the student will be required to have knowledge of the interrelationships between basic elements of the story (individual texts) and compare them to a complex structure (other texts/series).
* Measurable Objective: Students will be able to compare and contrast characteristics of similar stories.

How I Will Teach The Material

In order to teach all of the material throughout each measurable goal/standard, I would employ a close reading of a classic folktale (for example, *The Three Little Pigs*). The close reading would last four days and on each day the students would be required to concentrate on different aspects of the writing or text.

For the first activity I will read the story to the students without stopping. Once the story has been read the students will participate in a class discussion so that they can ask any questions that are still unclear (and the other students are required to answer their peers questions). The ability to ask and answer questions throughout the class discussion will provide the opportunity to evaluate the students understanding. Depending on the class size, the discussions may be split into smaller groups so that every student has the opportunity.

Following this discussion, I would read the text again. However, during this reading, I will stop to point out main ideas and key details. Once the story has been read for the second time, the students will create a diagram or map that determines the central message of the story and supports this central message using key details.

Characters are an important part in ever story/folktale. For the purpose of evaluating characters and how they contribute to the story, the students will read the story again in teams of two. Once the story has been read again I will ask the students to reflect on the important characters and to write down their impressions and thoughts about these characters. Students will be asked to ensure they focus how these characters contributed to the plot and the outcome of the story.

Once the story has been read multiple times, another folktale with similar characters/plot (such as *Little Red Riding Hood*) will be read. Once this story has been read once, the students will compare and contrast the two stories. The students will pay specific attention to the theme, setting, and plot in each story.

Two Formative Assessment Ideas

Formative assessments are often used to evaluate whether or not the students understanding the content while it is being taught so that the teacher can make accommodations or modifications. For the purpose of this unit, a formative assessment will be the map/diagram the students created while examining the central message of the story including its main ideas. This assessment will be used to provide the teacher with the evidence that the students understand what is taking place in the story and what the most important concept or component is of the story. Another formative assessment is to require the students create a Venn diagram to help examine the similarities and/or differences between the close reading text and a text from the same author (or other similar texts in this situation).

One Summative Assessment Idea

Summative assessments are used to evaluate whether or not the students understood the entire unit. In order to assess the students overall comprehensions, a performance task would be the best form. A recommended performance task would require students to create their own story that maintains all of the elements of the unit taught. Students should be able to ask and answer questions about their story (while sitting in an author’s chair). Additionally, the student should be able to make sure that their story has a central message and is supported by key details within the piece. Finally, each student should be able to describe how the characters affect the plot of the story and how these characters affected the outcome.