



Social Studies Exemplary Text Student Handout

Children in Peru can receive their book in several different, innovative ways.

CEDILI-IBBY Peru is an institution that delivers books in bags to families in Lima. Each bag contains twenty books, which families can keep for a month. The books come in four different reading levels so that children really learn how to read. This project in Spanish is called El Libro Compartido en Familia and enables parents to share the joy of books with their children.

In small, rural communities, books are delivered in wooden suitcases and plastic bags. These suitcases and bags contain books that the community can keep and share for the next three months. The number of books in each suitcase depends on the size of the community. There are no library buildings in these small towns, and people gather outside, in the plaza, to see books they can check out. In the coastal regions, books are sometimes delivered by donkey cart. The books are stored in the reading promoter's home.

In the ancient city of Cajamarca, reading promoters from various rural areas select and receive a large collection of books for their area. The program is called Aspaderuc. The reading promoter lends these books to his or her neighbors, and after three months, a new selection of books goes out to each area. Books in this system are for children and adults.

And last but not least, Fe Y Alegria brings a collection of children's books to rural schools. The books are brought from school to school by wagon. The children, who are excited about browsing through the books when they arrive, are turning into avid readers.

Ruurs, Margriet. (2005). "Peru." *My Librarian Is a Camel: How Books Are Brought to Children Around the World*. Honesdale, Penn.: Boyds Mills Press.

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf

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Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.

Text-Dependent Questions

1. Why is the title *My Librarian is a Camel*?
2. What are two places that are talked about here and how do they get books?
3. How is it decided the number of books a country gets?
4. Why does the author say that children getting these books are important?
5. Besides children, who else enjoys these books?
6. Why can't these people just go to their library and get books?
7. What is a reading promoter? Could you be one in your neighborhood?

Performance Tasks for Informational Texts

Identify the main idea of a passage from *My Librarian is a Camel* by using illustrations, recording key details into categories. [RI.3.7]

EFL 3

Word Count 272

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